

R E P O R T R E S U M E S

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EVALUATION OF SERVICE ACTIVITIES UNDERTAKEN BY THE  
EDUCATIONAL SERVICE CENTER FOR THE PERIOD SEPTEMBER 1, 1966  
TO JULY 1, 1967.

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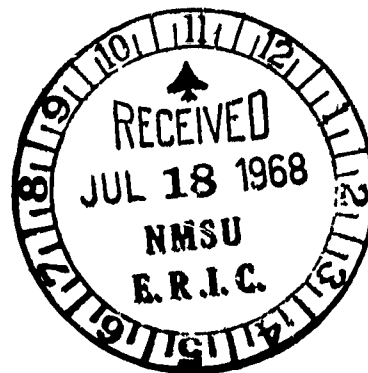
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THE EDUCATIONAL SERVICE CENTER (ESC) SUPPLIES VARIOUS  
SERVICES TO 28 SCHOOL DISTRICTS IN CENTRAL, WESTERN, AND  
NORTHERN NEW MEXICO. STATISTICAL INFORMATION IS PRESENTED  
CONCERNING THE VARIETY AND DISTRIBUTION OF THESE SERVICES  
(CURRICULUM DEVELOPMENT, PSYCHOLOGICAL TESTING AND GUIDANCE,  
ADULT EDUCATION AND COMMUNITY DEVELOPMENT, SCHOOL EVALUATION  
AND RESEARCH, DATA PROCESSING OPERATIONS, AND TECHNICAL  
ASSISTANCE IN PROJECT PROPOSAL PREPARATION). THERE IS A  
NARRATIVE DESCRIPTION OF THE ACTIVITIES CONDUCTED IN EACH  
DISTRICT AND A COMPREHENSIVE EXPLANATION AND ANALYSIS OF THE  
TESTING PROGRAM. A DISCUSSION OF MULTIDISTRICT AND REGIONAL  
ACTIVITIES, I.E., WORKSHOPS, CONFERENCES, ETC., IS ALSO  
INCLUDED. THE EVALUATION WAS CONDUCTED THROUGH A SURVEY OF  
SUPERINTENDENTS AND THE ESC'S CONTINUAL EVALUATION PROCEDURE.  
IMPLICATIONS OF THE EVALUATION AS RELATED TO THE OBJECTIVES  
OF THE ESC PROVIDE A FOUNDATION FOR ITS FUTURE PLANS AND  
ORGANIZATIONAL CHANGES. (DK)

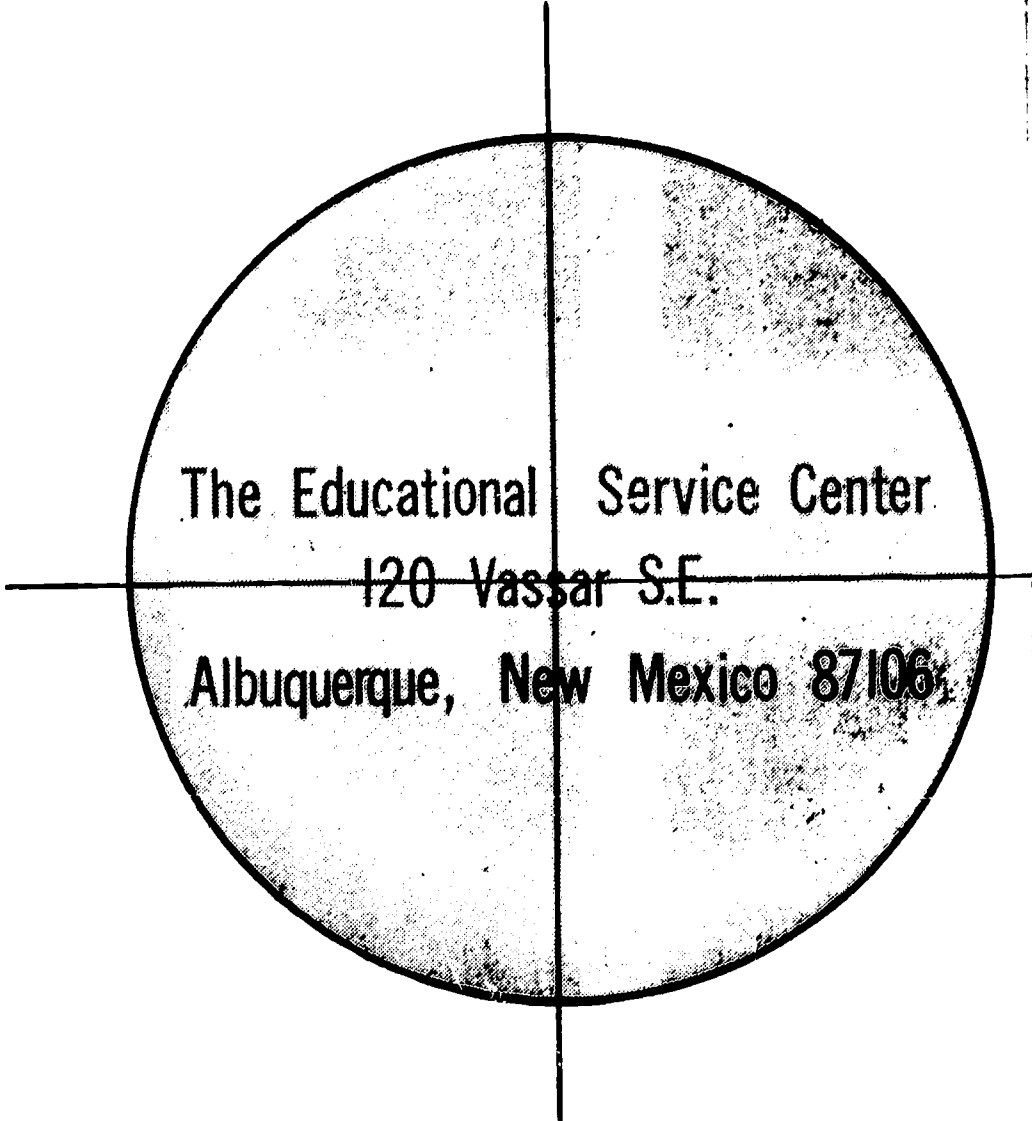
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# EVALUATION REPORT



1966-67



The Educational Service Center  
120 Vassar S.E.  
Albuquerque, New Mexico 87106

120 Vassar S.E.

A Project of the New Mexico Research & Study Council

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE  
OFFICE OF EDUCATION

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EVALUATION OF SERVICE ACTIVITIES  
UNDERTAKEN BY THE EDUCATIONAL SERVICE CENTER  
FOR THE PERIOD SEPT. 1, 1966 TO JULY 1, 1967

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PROJECT #: OEG 4-6-000048-0302

### FOREWORD

The purpose of this document is to acquaint interested persons with the services rendered by the Educational Service Center during fiscal 1966-67. Additionally the document describes the internally generated appraisal of the year's activities and the changes made or anticipated as a result of this appraisal.

It is hoped that this summary will serve to illustrate the range and scope of activities undertaken by the Educational Service Center in its attempts to bring about some measure of positive change in New Mexico schools.

During the period in which the Educational Service Center has been in operation, education in New Mexico has advanced. Hopefully, some of this advancement can be directly attributed to the efforts of ESC staff members. However, that which is attributable to the Center could only have come about through the continued cooperation and support of educators throughout the state.

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## INTRODUCTION

The Educational Service Center (ESC) is a resource organization providing a variety of services for public and private educational institutions in New Mexico. The ESC staff was organized early in fiscal 66-67 and began service operations in August, 1966, as a project of the New Mexico Research and Study Council (NMRSC). A group of 26 schools organized in 1959, the Council was formed to work in conjunction with the University of New Mexico and The State Department of Education toward improvement of education through cooperative activities. The ESC is one such activity. Its board of directors consists of 6 superintendents from Council schools, the past president of the Council, a representative from the State Department, a representative from the UNM College of Education, and a representative from Albuquerque Public Schools. This policy making unit is thus widely representative of New Mexico's educational resources. The superintendents on this board are, moreover, representatives from districts of diverse ethnic and social composition.

Formally ESC serves the area of central, western and northern New Mexico. This geographical area encompasses 28 school districts. Informally, services are rendered to community groups, agencies at all governmental levels, private schools, special schools and public school districts outside the formally designated area.

During 1966-67, 25 professional staff members organized in 3 divisions (see organizational chart on back cover) provided assistance to clients in the following broadly defined areas:

1. Curriculum development
2. Psychological testing and guidance
3. Adult education and community development
4. School evaluation and research
5. Data processing operations
6. Technical assistance in project proposal preparation



The purpose of these activities is to produce improvement in schools by causing creative change in what educators and students know and do.

The Center's staff operates on two levels. First, it answers requests for supplemental services. These are benefits for students which the districts know to be desirable, but cannot afford to render (e.g., a comprehensive evaluation of the abilities and limitations of a student with a learning problem). Second, the Center provides "program" services wherein staff effort is directed primarily at classrooms, schools and districts for the benefit of all students enrolled in those educational units (e.g., inservice training for remedial reading teachers).

ESC has been serving a region with an abundance of needs. Included are the needs of bilinguals and trilinguals, the disadvantaged, the rural and isolated, and the handicapped. Many of these problems are encountered by most educators. Population sparsity and low tax base are typical of districts served by ESC, however, and tend to compound the severity of needs. With their limited resources, New Mexico educators have accomplished much; with greater support, educational improvement would be at least proportionate. ESC is dedicated to that support.

The activities described in this document are answers to requests by school and community personnel. These people formulated ideas about how they might meet their needs. ESC staff members visited the schools, observed, recommended, helped plan, organized, evaluated and worked beside school and community people. The total effect of these efforts will never be fully known, for the spread of ideas is not subject to quantitative description. Efforts, the effects of which cannot be measured, even indirectly, are nevertheless presented as accomplishments of ESC. Most activity falling into this category may be viewed as items of service where there was little or no service prior to the advent of ESC. A great many such items are presented in the section on

field activities by district.

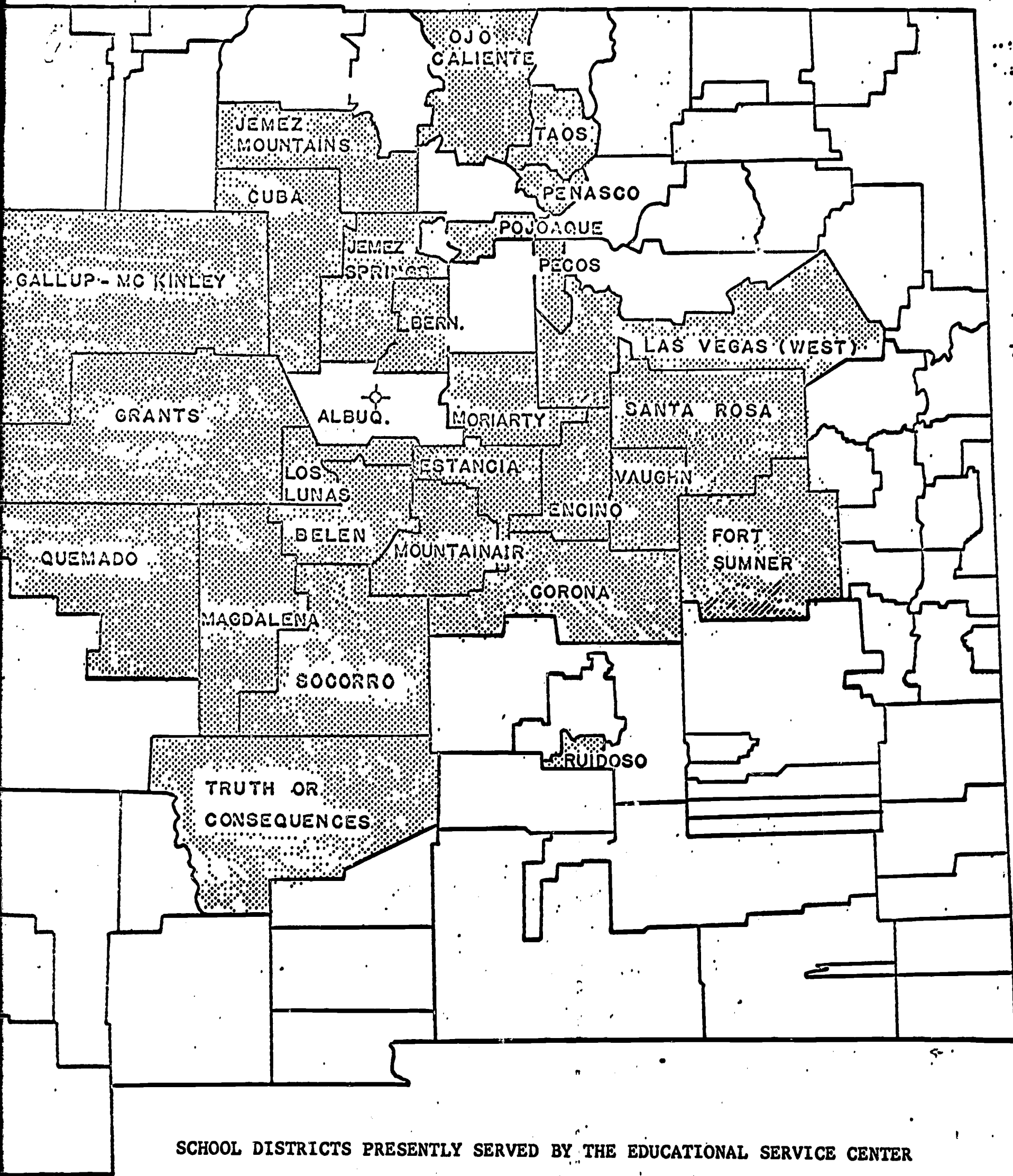
Other kinds of service offered by ESC are by their nature more amenable to analysis. Thus, the operations of the mobile units and testing activities are subjected to an examination of their efficiency and effectiveness. Judgments regarding operational changes have been made as a result of this examination.

The effectiveness of a supplementary service center operation is entirely dependent upon the maintenance of good relations with other agencies. This includes not only client school districts, but the State Department of Education, local and state health and welfare agencies, civic organizations, other federal projects, private social service organizations, etc. A list of organizations with which ESC has coordinated and cooperated is presented in Appendix A.

This document is presented as a final report of 1966-67 activities and as an evaluation of those activities. As indicated within, some activities were more successful than others and readjustments have been made in the effort to maximize the productivity of ESC's human and financial resources. It is hoped that this recording and analysis of effort can be used as a guide for others in addition to its use as a measure of ESC's accomplishments.

## SECTION II

### DISTRIBUTION OF ESC SERVICES



ADM (FIRST 20 DAYS, 1966-67) FOR SCHOOL DISTRICTS  
PRESENTLY SERVED BY THE EDUCATIONAL SERVICE CENTER

<u>School District</u>	<u>Public Schools</u>			<u>Non-Public Schools</u>			<u>Public and Non-Public Total</u>
	<u>Grades 1-6</u>	<u>Grades 7-12</u>	<u>Total</u>	<u>Grades 1-6</u>	<u>Grades 7-12</u>	<u>Total</u>	
Allen	1,597	1,683	3,280	307	67	374	3,654
Bernalillo	1,239	1,123	2,362	214	59	273	2,635
Brona	100	101	201				201
Cuba	349	321	670	194	29	223	893
Cincino	88	95	183				183
Estancia	337	261	598				598
St. Sumner	368	352	720				720
Fullup	5,679	3,529	9,208	789	512	1,301	10,509
Grants	2,618	2,198	4,816	331	40	371	5,187
Jemez Mtns.	473	243	716	100	23	123	839
Jemez Springs	239	298	537	139	35	174	711
Las Vegas (W.)	1,497	1,111	2,608	254	53	307	2,915
Los Lunas	1,572	1,304	2,876				2,876
Magdalena	359	210	569				569
Moriarity	314	265	579				579
Mountainair	293	238	531				531
Ojo Caliente	342	222	564	8	0	8	572
Pecos	387	333	720	90	36	126	846
Penasco	444	440	884	83	20	103	
Pojoaque	578	497	1,075	452	257	709	1,784
Quemado	111	71	182				182
Ruidoso	160	126	286				286

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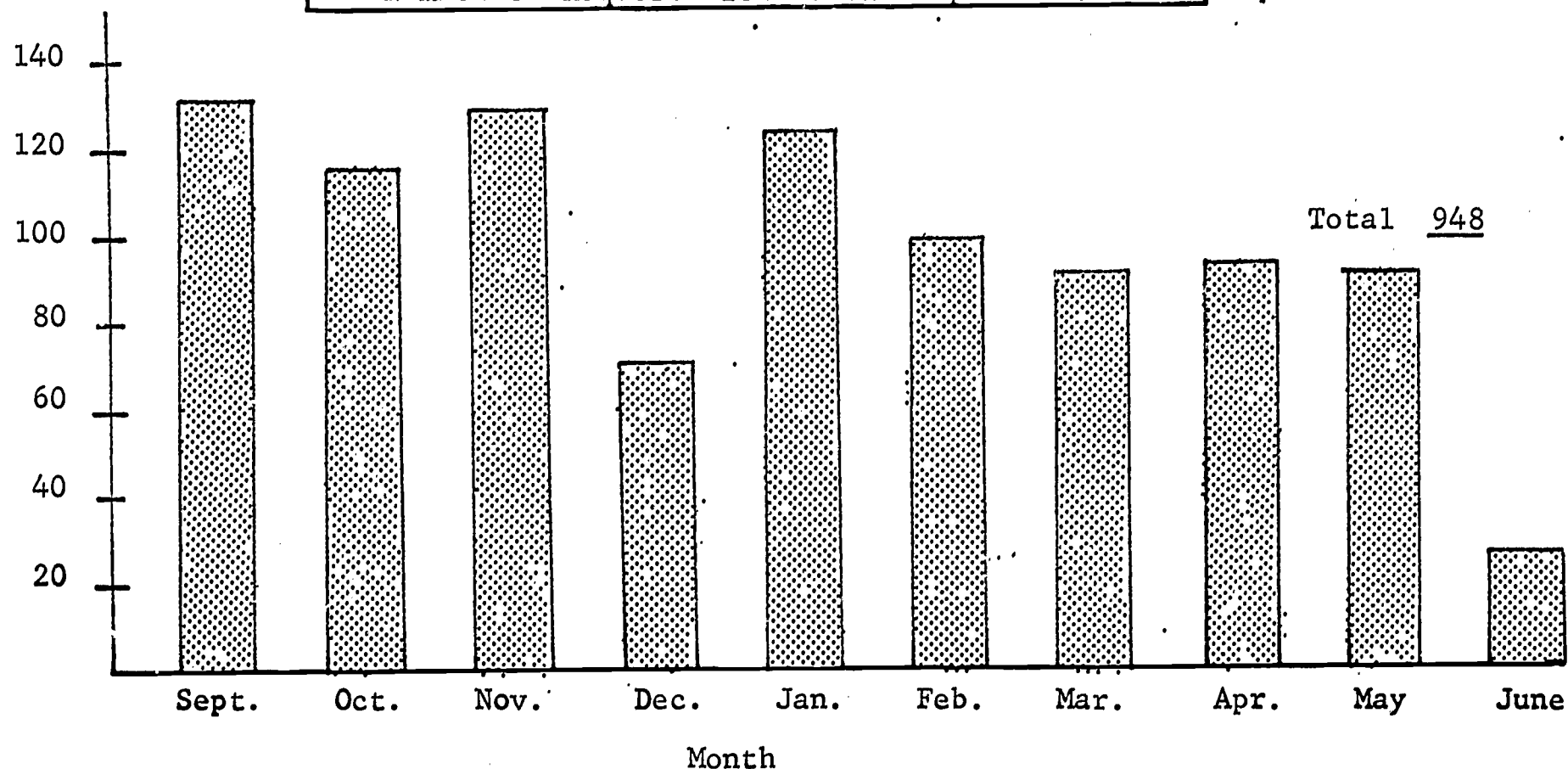
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<u>District</u>	<u>Public Schools</u>			<u>Non-Public Schools</u>			<u>Public and Non-Public Total</u>
	<u>Grades 1-6</u>	<u>Grades 7-12</u>	<u>Total</u>	<u>Grades 1-6</u>	<u>Grades 7-12</u>	<u>Total</u>	
anta Rosa	608	497	1,105	218	87	305	1,410
ocorro	1,122	936	2,058	199	36	235	2,293
aos	1,402	1,344	2,746	287	184	471	3,217
or C	774	608	1,382				1,382
ughn	203	181	384				384
ptal	23,253	18,587	41,840	3,665	1,438	5,103	46,943





Number of Requests for Services per Month



Number of Visits Made to School Districts Per Month by E.S.C. Staff

Notes:

1. Statistics are inclusive of Sept. 1, 1966 to June 30, 1967.
2. A visit is counted as a single purpose trip by 1 or more staff members to one district. A visit may represent more than 1 day in the district.
3. Visits are documented by Trip Summary Forms filled out by each staff member upon returning from a trip. A detailed breakdown follows.



SUMMARY TABLE SHOWING THE NUMBER OF VISITS MADE TO EDUCATIONAL SERVICE

SCHOOL DISTRICT	Dept. Month	Psy. & Guidance						Curriculum						Adult Ed. & Comm. Div.						Computer &						
		S	O	N	D	J	F	Tot	S	O	N	D	J	F	Tot	S	O	N	D	J	F	Tot	S	O	N	D
BILEN		2	1	5	1	12	3	24	5	9	6	4	7	7	38				1			1				
BERNALILLO		6	4	2	1	2	5	20				1	2		3			1		1	1	3				
CORONA		2						2						2	2							0				
CUBA				3		2	1	6	1	1	1		6		9	1	2			3		6				
ENCINO		5	2	2				9							0							0				
ESTANCIA		4	1	4	5	3		17	1	4	3	2		2	12			1				1		1		
FORT SUMNER		3	2					5	1	1					2							0				
GALLUP							1	1	1	1		2	3	2	9							0				
GRANTS		6	2	4	2	6	2	22	2					1	3							0				1
JEMEZ MOUNTAIN		4		3		3		10			2		1		3							0			1	
JEMEZ SPRINGS		1						1					1	2	3					2	1	3				
LOS LUNAS		2		2	2	2		8	1	3		2	6		12		1	2	1	1		5		1	5	1
MACDALENA								0							0	1	1					2				
MORIARITY		1		1				2	1						1							0				
MOUNTAINAIR		1						1	1	1					2							0				
OJO CALIENTE		1						1							0	1						1				
PECOS						1	1	2					1	1	2							0				
PENASCO		1	1				4	6					1		1							0				
POJOAQUE		1	1	2	1		3	8	1	2	1	3		3	10			1				1				
QUEMADO								0	2	1					3			1				1				
RUIDODO		2	3	1		2		8	1	3	1		3		8							0				
SANTA FE		5	6	5	2	1	2	21	2		1		1		4	2	1	3	1	1		8	2			
SANTA ROSA				1			2	3			1				1							0				
SOCORRO		4	2	4	2		2	14							0	1	1					2				
TAOS							1	1					1		1	1						1				
T or C		2						2							0							0				
VAUGHN		3	5					8							0							0		1		
WEST LAS VEGAS		2					1	3			1	1	3		5	1	2				1	4				
OTHER DISTRICTS		1	2	3	1		4	11	2	2	2	2		3	11						1	1				
TOTAL		59	32	42	17	34	32	216	22	28	19	17	36	23	145	8	8	9	3	8	4	40	2	3	6	2

# EDUCATIONAL SERVICE CENTER SCHOOL DISTRICTS BY DEPARTMENT & MONTH

Comm. Div.		Computer & Eval.							Vans							Other Personnel						
F	Tot	S	O	N	D	J	F	Tot	S	O	N	D	J	F	Tot	S	O	N	D	J	F	Tot
	1							0	1	1	2	2	1	1	8				1			1
1	3							0	1	1	2	1	2	1	8	1						1
	0							0	1	1	2	1	2	1	8							0
	6							0	1	2	2	1	2	1	9							0
	0							0	1	1	1	1	1	2	7							0
	1		1					1	1	1	2	1	2	1	8							0
	0							0	1	2	1	1	1	2	8							0
	0							0	1	1	1	1	2	1	7			1			1	2
	0				1	2	1	4	1	1	2	1	2	1	8	2					1	3
	0			1				1	1	1	2	1	1	1	7	1		1				2
2	1	3						0	1	1	2	2	1	1	8							0
1	5		1	5	1	3	2	12	1	1	2	1	1	1	7		1					1
	2							0	1	1	1	1	1	1	6		1	1	1			3
	0							0	1	1	1	1	1	1	6							0
	0							0	1	1	2	1	2	1	8							0
	1							0	1	1	2	1	2	1	8	1						1
	0							0						1	1							0
	0							0	1	1	2	1	2	1	8							0
	1							0	1	1	2	1	2	1	8							0
	1							0	1	1	2	1	1	1	7		2					2
	0							0	1	1	2	1	2	1	8		1				1	2
1	8	2						2							0	6	3	1	2			12
	0							0	1	2	1	1	1	1	7							0
	2							0	1	1	2	1	1	2	8			2				2
	1							0						1	1		1					1
	0							0	1	1	1	1	1	2	7		1					1
	0		1					1	1	1	2	1	2	1	8	1						1
1	4							0	1	1	2	1	2	1	8	1						1
1	1							0							0	1	1	1				3
8	4	40	2	3	6	2	5	3	21	25	28	43	27	38	31	192	14	11	7	4		39

SUMMARY TABLE SHOWING THE NUMBER OF VISITS MADE TO EDUCATION

SCHOOL	Dept.	Psy. & Guidance							Curriculum							Adult Ed. & Comm.						
		M	A	M	J	J	A	Tot	M	A	M	J	J	A	Tot	M	A	M	J	J	A	Tot
DISTRICT	Month																					
BELEN			4	5				9	6	13					19			1				
BERNALILLO		5	4	5				14	2		2				4	5		1				
CORONA			1	2				3	2						2	1	1		1			
CUBA				2				2		2	3				5	1						
ENCINO		1						1														
ESTANCIA									2						2	1	1					
FORT SUMNER			3	1				4														
GALLUP			1					1	2	1	4				7			1				
GRANTS			3	2				5	2						2							
JEMEZ MOUNTAIN			1					1														
JEMEZ SPRINGS		1						1								1						
LOS LUNAS			2	3	1			6														
MAGDALENA			3					3									1					
MORIARITY																						
MOUNTAINAIR		1						1														
OJO CALIENTE																1						
PECOS		1		2	1			4										1				
PENASCO			1	1				2														
POJOAQUE		2			1			3								1						
QUEMADO			1					1														
RUIDOSO				1	1			2	1	1					2	1						
SANTA FE		1	3		2			6	1						1	1	1	1				
SANTA ROSA		1						1														
SOCORRO		2	2	2				6		1					1	1						
TAOS		3			2			5	1		1				2	1		1				
T or C				2				2											1			
VAUGHN		1	1					2														
WEST LAS VEGAS			1		2			3	1	1					2							
OTHER DISTRICTS			3	1	4			8	1		2				3		2	2				
TOTAL		19	34	29	14			96	21	19	12				52	15	6	8	2			

# EDUCATIONAL SERVICE CENTER SCHOOL DISTRICTS BY DEPARTMENT & MONTH

EDUCATIONAL SERVICE CENTER SCHOOL DISTRICT																	Other Personnel							Total
Comm. Div.			Computer & Eval.						Vans															
A	Tot	M	A	M	J	J	A	Tot	M	A	M	J	J	A	Tot	M	A	M	J	J	A	Tot		
	1				1			1	1	1	1				3								105	
	6				1			1	1	1	1				3	1						1	64	
	3		1		1			2	1	1	1				3								25	
	1				1			1	1	1	1				3		1					1	43	
					1			1	1	1	1				3								21	
	2				1			1	1	1	1				3								47	
					1			1	1	1	1				3								23	
	1				1			1	1	1	1				3								32	
		1		2	1			4	1	1	1				3								54	
					1			1	1	1	1				3								28	
	1				1			1	1	1	1				3								21	
			1	2	1			4	1	1	1				3								58	
	1				1			1	1	1	1				3								19	
					1			1	1	1	1				3								13	
			1		1			2	1	1	1				3								16	
	1				1			1	1	1	1				3								16	
	1				1			1	1	1	1				3		1					1	15	
					1			1	1	1	1				3								21	
	1				1			1	1	1	1				3								35	
					1			1	1	1	1				3			1				1	19	
	1								1	1	1				3	2						2	36	
	3															2						2	59	
					1			1	1	1	1				3								16	
	1				1			1	1	1	1				3								38	
	2				1			1	1	1	1				3	1						1	19	
	1									1	1	1			3	1						1	17	
									1	1	1	1			3								24	
					1			1	1	1	1				3		1					1	31	
					1			1	1	1	1				3								42	
	4			1				1																
31		1		3	5	25			34	27	27	27				81	7	3	1			11	957	

NOTES:

1. Visits made to school districts not normally served by IC are not included in the table.
2. Any one visit to a school district may represent more than one day spent in that particular district.
3. Out-of-State trips by staff members (e.g., to conventions and workshops) are not recorded here.
4. Visits are documented by trip summary forms filled out by each staff member upon returning from a trip.



### SECTION III

#### A SYNOPSIS OF ESC FIELD ACTIVITIES ACCORDING TO DISTRICT

##### NOTES

1. Only those activities considered to be of some consequence are included in this summary. Although every attempt was made to be comprehensive, responsibility for errors and omissions rests with the writers.
2. Beginning each district summary is the number of requests received by ESC from the district, the number of visits to the district by ESC staff members, and the number of public and nonpublic school students enrolled for the first twenty days of the 1966-67 school year.
3. It will be noticed that the number of visits to a district tends to be in direct proportion to the number of requests received from the district.

**BELÉN**Requests  
43Visits  
105Students  
3,654

1. An experimental Language Arts Program has been implemented at Belen Jr. High School. It has been designed to cause teachers to extract basic ideas from students and then lead the students on to generalizations.

The students are ungraded and study under team teaching. They proceed from the familiar to the unknown through a coordinated literature-exposition combination, wherein application and relation of academics to daily life is the object. The assistance provided by the ESC language specialist included:

- a) Evaluation of the former programs and submittal of recommendations.
- b) Assistance to the administration in planning for support of the new program.
- c) Extensive aid to teachers in program planning, development of lesson plans, etc.
- d) Help in selection of materials and presentation procedures.
- e) Evaluation of initial class sessions along with continuous follow-up and improvement of weak aspects of program.

This innovation program and the way it exemplified cooperation among ESC staff members, school administration, and classroom teachers, are excellent results of ESEA. Here ESEA has worked in the classroom to help students learn, think, and communicate.

2. Belen Jr. High School has prepared for flexible scheduling - ESC participated in planning.
3. Materials to develop oral language skills in the Spanish speaking child were demonstrated at the Jaramillo School. These materials were lent to the school for trial during the spring semester and as a result:
  - a) The Illinois Psycholinguistic Test was rejected as too unwieldy for frequent use in diagnosing reading level.
  - b) The Peabody language materials were requested for use in the classrooms as of the fall of 1967.
4. Encouraged and stimulated a group of teachers to request a UNM extension course in Remedial Reading for which they will get university and in-service credit. ESC guidance specialists have spoken to this class on measurement and evaluation, speech therapy, and general guidance practices.
5. Following a requested evaluation of the remedial reading program the ESC consultant made the following recommendations. The recommendations will be implemented during 1967-68.
  - a) Distinguish between clinical, individualized remedial reading programs and corrective reading programs. An additional teacher will be hired (if one can be found) to implement this.



- b) The remedial program should be moved from the isolated bungalow in which it was being held into the Jr. High Building, in order that the students and teachers feel more like part of the school (rather than a special isolated group).
  - c) More complete diagnoses be made of children recommended by teachers for remedial reading.
  - d) There should be less emphasis on reading machinery and more on the acquisition of good paperbacks and high interest-low vocabulary books.
6. Helped plan and establish a reading testing program in order that teachers could determine reading level themselves. As a result of an inservice workshop conducted by ESC consultants, two teachers have rewritten units on New Mexico in order to provide for their students whose native language is not English and using lesson content drawn from two or more grade levels. In these classes social studies instruction will be much more individualized as a result.
  7. Individual reading evaluation conducted for forty students, followed-up by recommendations to teacher for improvement of reading program for these children.
  8. As a result of ESC's April reading conference membership in the International Reading Association has been obtained for each of the district schools. Interest has also been stimulated in the formation of a local IRA council.
  9. There are no Special Education classes in operation in Belen, but a number of children have been tested by ESC personnel and found to be in need of such a program.
  10. Assisted in planning for the combination of home-bound students with the retarded children currently in remedial programs. This combination will form the first class in Special Education.
  11. Attempts have been made to strengthen and expand the remedial program which is currently over-loaded with retarded children in need of Special Education.
  12. Assisted principals and junior high school counselors in setting up guidelines (based largely upon criteria of State Department) for pupil-personnel services to be implemented next year. Following 1967-68 implementation, the ESC guidance specialist will continue to act as a consultant on the new guidance services.
  13. Speech and hearing evaluations conducted for 20 students, followed up by teacher case conferences for students tested. Teachers were supplied with materials relevant to the particular speech/hearing problems identified.
  14. Assisted in the administration of the SRA vocational planning inventory to 257 students (seventh grade norming sample).
  15. Assisted in the planning of a summer Headstart Program.

16. Assisted in planning content of the following secondary courses:

- a) Literature
- b) Language Arts

Assistance included help in planning and selection of learning materials.

17. Assisted in initiating a three-way exchange of ideas among Young Junior High School in Santa Fe, West Las Vegas Schools, and Belen Junior High School.
18. On the recommendation of an ESC consultant two series of low vocabulary, high interest level texts have been adopted for certain sections of 11th and 12th grade English. For the 25 students affected per year, this change should enhance motivation to read and accelerate reading comprehension improvement.
19. Introduced a social studies unit to Rio Grande School by means of demonstration teaching. The teacher was provided with visual materials, study guides, tests, etc. for the purpose of continuing the unit.
20. Demonstrated the matching of individual reading ability to difficulty level of reading materials by using social studies trade books. Materials demonstrated included 250 paperbacks and the SRA social studies kits. As a result, the primary kits have been adopted for grades 1 and 2 during 1967-68.

BERNALILLO

Requests  
14

Visits  
64

Students  
2,635

1. Assisted District Administration in a reorganization of the duties and responsibilities of administrative personnel.
  2. Through the cooperation of ESC's Speech Consultant and the Director of the Hearing and Speech Center in Albuquerque, five volunteer women were recruited to aid in the audiometric screening of three hundred children at Roosevelt Elementary School. This screening program is the basis of a model screening program which, if widely disseminated can greatly augment school health services in ESC's service area.
  3. Helped establish tutorial program in cooperation with VISTA volunteer, Community Action Program, and volunteer adult tutors.
  4. Project Headstart-- Assisted VISTA volunteer in the orientation of parents of Headstart children.
  5. Assisted Local Community Action Program in the planning of a comprehensive-medical demonstration program for medical aid to the indigent in cooperation with the USPHS, OEO, and the UNM Medical School.
  6. Conducted a workshop with school personnel and the congressional delegation to assist in application to the U. S. Department of Commerce (Economic Development Act) for funds to use in planning a Technical Vocational Institute for Sandoval County.
  7. ESC's Speech Consultant recommended speech therapy for fourteen children grades 3-8. The district was able to provide Title I, ESEA funds for this purpose. These funds supported speech and hearing evaluations at the Rehabilitation Center in Albuquerque and speech therapy at the Hearing and Speech Center in Albuquerque.
- Although, this program of contracted services was of some value to these students, it was less than ideally effective due to a high rate of absenteeism. It was concluded that on future occasions, transportation should be budgeted to enhance the efficiency of such contracted services.
8. Worked with Guidance Director in program planning and scheduling of vocational education bound students.
  9. Aided Guidance Director in the administration of the SRA vocational planning inventory to 270 students (grades seven through twelve). The tests were administered for the purpose of establishing local norms.
  10. Organization of the elementary faculty to participate in helping identify predictor and criterion variables to be used in an attempt to ascertain whether first grade success can be predicted.
  11. Establishment of a Day Care Center in cooperation with CAP and Director of Guidance. ESC did psychological testing for the Day Care Center ( forty-eight children tested ).

12. Assisted in the planning of summer Headstart Program.
13. ESC provided a consultant to conduct a workshop on individual intelligence testing and interpretation. The workshop was sponsored by Bernalillo Guidance Department and attended by Bernalillo personnel only.

CORONA

Requests  
8

Visits  
25

Students  
201

1. Assisted in the evaluation and planning activities leading to the ungrading of the elementary school.
2. Assisted school in preparation for computerized flexible scheduling.
3. Conducted in-service training for teachers to enable these teachers to evaluate reading level as part of the operation of an ungraded elementary school.
4. Conferred with elementary teachers on eighty elementary children to classify them according to reading level during the ungrading of the school. Teachers had already evaluated reading level.
5. Supplied reading teacher with recommendations for teaching children with difficulty distinguishing consonant and vowel sounds including an original unit on teaching sound-symbol relationships.
6. Helped elementary teachers supplement their science kits with visual material which is keyed to the published text of the course.
7. SRA primary social studies kits have been adopted for use in 1967-68. This adoption is the result of demonstration and recommendation of these materials by ESC's Social Studies Specialist.
8. Demonstrated Peabody Language labs.
9. Assisted and continue to assist Corona teachers in individualizing instruction by locating and providing materials of interest to individual students (at the appropriate reading level).
10. Assisted business teacher:
  - a) Prepare a rotation schedule to increase the efficiency of the office practice class.
  - b) Plan the ninth grade general business class for 1967-68, including the provision of a bibliography of learning materials.
11. An ESC consultant assisted school personnel in the preparation of a Title III proposal for a resource and guidance center. The proposal has been approved for funding and is expected to produce change in the community as well as in the classroom. This is because the center will be used both as an ancillary resource for the academic program and as a community library.



CUBA

Requests  
11

Visits  
43

Students  
893

1. Assisted school personnel in evaluating the elementary program.
2. Assisted with planning in preparation for elementary ungrading.
3. Assisted classroom teacher in organizing social studies teaching units, methods, and materials.
4. Assisted school personnel and VISTA volunteers in establishing a tutorial program. Assisted in planning, development, organization and training (via the workshop method) in the techniques of tutoring reading. Also involved were adult volunteers, high school volunteers, and the Community Action Program.
5. Through the efforts of the Center's school psychologist, and with the cooperation of the State Hospital, some of the children in need of neurological examinations and EEG's can now be transported to the New Mexico State Hospital where these examinations will be conducted free of charge.
6. Assisted in planning of summer Headstart Program.
7. Assisted with the initiation of a remedial language development program at Cuba Jr. High School. This program uses a team teaching approach and the emphasis is on problem solving activity within a literary, poetic, and cultural framework.
8. Conducted individual psychological evaluations on thirteen students.
9. Took part in North Central Accreditation Association evaluation of Cuba High School in October, 1966.

ENCINO

Requests  
4

Visits  
21

Students  
183

1. Demonstrated audio visual equipment possessed by the district. The machinery is now being used effectively.
2. Individual speech and hearing evaluations were performed for twelve students in grades 1-10. Materials relevant to the remediation of the particular speech/hearing problems identified were provided to the students' teachers.
3. Conducted a psychological evaluation at the request of the guidance counselor and held a case conference on same.
4. Demonstrated use of various individual test instruments for counselor and discussed guidance program and service in order to help the counselor extend the guidance services program in operation.



**ESTANCIA****Requests  
21****Visits  
47****Students  
598**

1. Consulted with high school in their preparation for the North-Central Accreditation Association evaluation.
2. Conducted a Pre-North-Central evaluation of guidance program.
3. Assisted with North-Central evaluation of Estancia schools.
4. In cooperation with school personnel, PTA, and Rotary Club, staff members participated in curriculum committees making recommendations for 1967-68.
5. Worked with school personnel and State Department of Education in planning and applying for funds for an Adult Basic Education Program.
6. Assisted school personnel in the preparation of a proposal for a school drop-out training project.
7. Individual psychological evaluation was conducted on forty students in screening for Special Education Program.
8. Consulted with the elementary school staff concerning instructional methods and classroom structure to be utilized with a population that does not fit the norm.
9. ESC has helped the district act as a "sub-center" in a five-district area to coordinate such activities as planning for Special Education and planning for OEO related activities. Inter-district cooperation is thus stimulated. See Vaughn (page    ).
10. Evaluated reading-language program in the elementary school.
11. Conducted short seminar on Maintaining Classroom Discipline during a general faculty meeting. Methodology for this workshop included a motion picture and open discussion.
12. Conducted a workshop on the use of multiple listening stations in the elementary program. The workshop was attended by the elementary school teachers.

FORT SUMNER

Requests  
4

Visits  
23

Students  
720

1. Speech and/or hearing evaluations were administered to 10 students. These were followed up by case conferences with parents of children who have speech problems - also involved were the teacher, principal or counselor, and nurse. Materials relevant to the remediation of the specific problems identified were supplied to the teachers of these students.
2. Stimulated and helped plan the initiation of an intra-school workshop. Some teacher would be familiar with one or more pieces of audio-visual equipment, but no teacher was familiar with all types. A continuing workshop is now organized, wherein teachers introduce each other to the operating procedures of the various machines.
3. Consulted with teachers on the use of SRA Kits and individualized reading instruction generally.
4. Psychological evaluations have been conducted for identification of needs for students thought to be in need of special education.
5. Conducted a re-evaluation of five children already in a special education class.
6. Made recommendations for the expansion of the existing special education class and made recommendations on how to improve upon the curriculum materials currently in use.

GALLUPRequests  
18Visits  
32Students  
10,509

1. Assisted in school program evaluation in Red Rock Elementary and Navajo Elementary. One third of the student population at Red Rock Elementary are Navajos from a deprived area. As a result of evaluation of the reading and language programs, ESC's consultant stressed the need for maintaining language as the emphasis of the entire program for this segment of the student population. Subsequently, classroom activities began to include:

- a) units on idiomatic English
- b) social studies units accompanied by language pattern drills
- c) grouping Navajo children for extra oral language work

It is expected that these compensatory activities will contribute to the social integration of the target population with the middle and upper middle class remainder of the student population.

2. Consulted with Navajo Elementary School regarding the modification of their ungraded system and their TESL program.
3. Assisted the staffs of the Washington, Sky City, Red Rock and Crown Point elementary schools in their planning and preparation for ungrading these schools in 1967-68.
4. Assisted the Gallup Junior High and Kennedy Junior High schools in adopting modified systems of flexible scheduling.
5. Assisted in development of departmental-team teaching approach in the Gallup and Kennedy junior high schools.
6. Assisted in the curriculum planning of Crown Point High School.
7. Assisted teachers in the development of course units for teaching idiomatic English to Indian students.
8. Showed a series of films on the teaching of English and reading.
9. Provided consultant information on computerized class scheduling.
10. Provided research materials, including a bibliography of relevant studies, on the feasibility of operating a kindergarten on a full-time basis.
11. Disseminated materials for pattern practice in English using academic content (Rome, South America, map language). These materials are now being used.
12. Consulted with counselor on analysis of standardized test scores.
13. Eight hundred preschoolers, mostly Navajo and Zuni, were escorted to Albuquerque from the Gallup district. They were brought by the Santa Fe Railway along with a large group of parents, teachers, teacher aides, and school administrative staff. Gallup-McKinley schools conceived of the one-day trip and its itinerary. Federal funds for the disadvantaged financed the trip, while ESC aided in the planning and arranged details such as transportation,

lunches, restroom facilities, etc. Box lunches and suppers were prepared for the children by the Church of the Latter Day Saints. The trip included visits to the Albuquerque Sunport, Zoo, and Winrock Shopping Center, under the chaperoning of guides from ESC, Bernalillo County Medical Auxillary, Central Methodist Church, and UNM College of Education. These rural children were provided with initial exposure to much of urban culture, experiencing for the first time, things such as escalators, monkeys, and ice cream.

## GRANTS

Requests  
24

Visits  
54

Students  
5,187

1. Assisted in evaluation of the junior high school curriculum, specifically art education.
2. Speech and/or hearing evaluations were administered to fifteen children. These were followed by case conferences (involving parents, teachers and principal or counselor) for children found to suffer speech and/or hearing difficulties.
3. Teacher workshops were conducted at the Sierra Vista and Mesa View elementary schools. About thirty teachers attended each. These meetings were held for the purposes of:
  - a) Disseminating information regarding classroom materials which can be utilized in speech development
  - b) Discussing classroom techniques and atmosphere which foster or hinder speech development
  - c) Discussing measures for the prevention of speech and hearing difficulties
  - d) Discussing teacher remediation of specific speech disorders
4. A pilot first grade Speech Improvement Program was planned and organized with the assistance of ESC's speech consultant. The program has not been implemented.
5. A high school speech teacher with experience in speech pathology has been established as a resource for identification and remediation of speech disorders in the Grants schools. Although this work is an extra-curricular effort on the part of this teacher it is the first step toward district self-sufficiency in the area of speech/hearing services.
6. Lesson plans sufficient for several months and examples of materials were provided the mother of two children identified as tongue thrusters.
7. Assisted in the development of a multi-district program for adult education in cooperation with the Title V Area Supervisor. ESC personnel acted in the capacity of consultants in guidance and testing for this program.
8. Approximately 1500 answer sheets to teacher-made tests from the Biology Department at Laguna Acoma High School were machine scored by ESC. ESC provided in-service training, answer sheets and machine time for this effort.
9. Laguna Acoma High School will serve as a demonstration school for the benefits of EDP due to the assistance of ESC's Computer Operations Consultant. During 1966-67, the planning and initial operations were completed for a student scheduling system utilizing data processing machinery. Assistance was given in coding courses, devising a student numbering system, card punching, overcoming the "dehumanization" myth and coordinating the initiation of the system.

The results of this effort should be ready for dissemination in February and March, 1968.

10. The Grants district has been a model of progress in the area of psychological services to its students. The district has made substantial progress in:

- a) Screening potential students for its new special education program
- b) Providing adequate follow up to its testing program
- c) Development of a community mental health program

ESC's psychological services staff has provided significant assistance in coordination with the services of the Albuquerque office of the New Mexico State Hospital and the UNM School of Medicine (Convulsive Disorder Unit and Psychiatric Out-patient Clinic). Several other districts have participated in this cooperative effort, but to a lesser extent. These include Bernalillo, Belen, Los Lunas and Socorro.

ESC personnel performed psychological evaluations for potential special education students in order to determine placement or the need for referral to helping agencies. As an example of the progress of the district, the rate of referral decreased over the course of the year and the quality of referral increased (i.e., cases referred were more often in need of service from a helping agency).



JEMEZ MOUNTAIN

Requests  
8

Visits  
28

Students  
839

1. Cooperated with State Department of Education in evaluating Jr. and Sr. High School Programs.
2. Assisted district staff (including a newly appointed high school counselor) in the development of a counseling program and expanded guidance services.
3. Helped high school counselor set up testing program and gave advice on how to provide guidance services for his pupils.
4. Helped in planning a summer Headstart Program.
5. Helped counselor conduct a one-half day workshop with teachers on uses of standardized tests and their results.
6. Conducted psychological evaluation on gifted child at Largo Canyon School and conducted a case conference on the student.
7. Conducted workshop on administration and use of the California Achievement Test Battery.



JEMEZ SPRINGS

Requests  
10

Visits  
21

Students  
711

1. Evaluated elementary school program in cooperation with the State Department of Education.
2. Assisted school personnel, VISTA volunteers, and PTA in establishing a tutorial project. Assistance was provided in planning, development, organization and training (using the workshop vehicle) in the tutoring of reading. Also involved were Jemez Springs Home Extension Club and Community Action Program.
3. Computer scoring of 1,260 answer sheets (standardized test).
4. Speech and hearing evaluation conducted on 9 children. This was followed-up with teacher case conferences. The teachers were supplied with dittoed material relating to the specific problems of the students in their classes.
5. Assisted counselor in setting up guidance program and worked through several problem cases at opening of school (e.g., a mongoloid girl and a senior high school student expelled for drinking).
6. Conducted a workshop on the GATB for district personnel.

LOS LUNAS

Requests  
18

Visits  
58

Students  
2,876

1. Consulted with administration in evaluating the administration of attendance records and the mechanics of scheduling.
2. Administration of a project in which twenty school dropouts are given vocational education. Training is in construction trades.
3. Individual psychological evaluations were conducted on approximately six children, some of whom were attending special education classes.
4. Encouraged the implementation of a full-day special education class. Children presently in special education program spend one-half day at Los Lunas High School and after lunch travel to the junior high for regular classes.
5. Encouraged the development and implementation of an elementary school guidance program. To be implemented as soon as funds are available.
6. Conducted computer scoring of teacher-made tests (in high school social studies classes) for one school grading period (150 answer sheets scored).
7. Provided comprehensive review of research findings on the pros and cons of "ability grouping" in public schools for the elementary school principal who was considering an ability grouping pattern for each grade level in his school.
8. Classes for students at the junior high and high school were scheduled via data processing equipment through the assistance of the State Department of Education and the ESC. Discussion was initiated by the Research Coordinating Unit of the State Department of Education while the Statistics Division provided the card punching service. The ESC provided in-service training, assistance in coding courses, in devising the student numbering system and in running the necessary computer programs.

This program is successful and will be widely disseminated.

9. Helped plan a summer Headstart Program.
10. Conducted in-service workshop for eleven reading and language teachers. Discussed a) the concept of communication and b) cognitive thinking approaches to develop competencies in all language areas.

MAGDALENA

Requests  
1

Visits  
13

Students  
569

1. Conducted psychological evaluations for 9 elementary students and conferred with elementary staff on behavior problems.

MORIARITY

Requests  
2

Visits  
13

Students  
579

1. Evaluated district program as consultant to administration and in conjunction with State Department of Education.
2. Assisted a teacher with the initial planning of a New Mexico history and geography unit based on the Rio Grande River.

MOUNTAINAIR

Requests  
5

Visits  
16

Students  
531

1. Demonstrated the use of Title I reading and teaching materials to teachers. SRA materials had already been purchased.
2. Made arrangements whereby ESC will provide computer scoring and statistical services for certain standardized tests administered to students in grades four through twelve.

OJO CALIENTE

Requests  
1

Visits  
16

Students  
512

1. Cooperated with State Department of Education in assisting El Rito to apply for funding of an adult education program and aided in advance planning for the ABE program.



PECOS

Requests  
8

Visits  
15

Students  
846

1. Assessed need for special education classes at Pecos and established guidelines for future development of special education program.
2. Helped high school counselors and principal in setting up guidelines for pupil personnel services to be implemented next year. These guidelines have incorporated those of the State Department of Education and in addition, some of the criteria set forth by North Central for pupil personnel services. The objective - to derive a well-defined uniform system of guidance guidelines for use in this school district.
3. ESC's reading specialist and guidance consultant assisted with the planning of a secondary level remedial reading program. This assistance was rendered in conjunction with the services of a consultant from Highlands University and included recommendations in the areas of:
  - a) Learning problem diagnosis
  - b) Reading level testing
  - c) Organization of remedial programs
  - d) Selection of remedial reading materials
4. ESC consultants assisted school personnel with the planning and organization of a summer tutorial program. Assistance was also rendered in the form of a workshop conducted for the training of the tutors. Teachers, volunteer high school students and VISTA's served as tutors. Tutees could be characterized as potential dropouts, underachievers of at least average ability or bilinguals with learning problems.

PENASCO

Requests  
5

Visits  
21

Students  
987

1. Individual psychological evaluations were conducted on seventeen prefirst grade and elementary grade children believed to be in need of special education. These evaluations were followed up by case conferences with teachers and the school nurse.
2. Conferences were held with school personnel regarding the development of a special education program.

POJOAQUE

Requests  
16

Visits  
35

Students  
1,784

1. Cooperated with State Department of Education in assisting district to plan and apply for funding an adult basic education program.
2. Thirty-three individual speech and hearing evaluations were conducted and followed up by case conferences (with nurse, teacher and principal) when desirable and possible. Materials relevant to remediation of specific problems were included with the evaluation reports to teachers.
3. The district will employ a speech therapist on a once weekly basis during 1967-68. This step was taken as a result of the evaluations made by and at the request of ESC's speech consultant. Thus, the district has made the initial step toward becoming self-sufficient in speech remediation services.
4. ESC's speech consultant stimulated district interest in the Frostig Program and the district plans to purchase several levels of the program for the special education class first and second grades and for the remedial reading teacher.
5. Approximately thirty junior and senior high school teachers attended an in-service workshop conducted by ESC's speech consultants. Topics of discussion included:
  - a) Identification of speech problems
  - b) Classroom techniques conducive to correct speaking behavior
  - c) Speech Improvement
6. Conducted in-service training for two remedial reading teachers so that they could determine reading level for themselves.
7. Individual reading evaluations were conducted for forty-five children.
8. Conducted individual psychological evaluations on two children and followed with case conferences on each.

QUEMADO

Requests  
4

Visits  
19

Students  
182

1. Prepared a welding safety program for the vocational agriculture shop and forwarded information for use in procuring free scrap metal for welding training.

RUIDOSO

Requests  
14

Visits  
36

Students  
286

1. Consulted with administration in cooperation with State Department of Education in evaluating district program.
2. Consulted with five district curriculum planning committees assisting in the preparation of course descriptions, teacher guides, etc.
3. Assisted in the establishment of new remedial reading program. After a remedial reading teacher was hired, ESC's consultant assisted in establishing student performance criteria, introducing diagnostic procedures for reading problems, administering reading performance evaluations for twenty students and recommending appropriate reading materials.
4. Provided the high school principal with recommendations and sample tests for evaluation of student performance in a summer program.
5. Stimulated initial purchase and use of Peabody Language Kits.
6. Speech and/or hearing evaluations were conducted for eight students, grades 1-4. The teachers of these students were supplied with materials relevant to remediation of the speech problems identified.
7. A second grade teacher at White Mountain School was found to have had much experience in speech therapy. ESC's speech consultant through discussions with the principal and the teacher arranged that the teacher would perform as a local resource for speech problems and as time permits provide therapy for Ruidoso students with speech difficulties. Thus, Ruidoso has made a significant step toward self-sufficiency in the speech services area.
8. Assisted in the planning of a special education program. Twenty-six children have been tested for identification of those in need of special education classes. As soon as funds are available, the district will put the special education program into operation.
9. An Educational Service Center school psychologist has acted as liaison between Ruidoso school personnel and the Los Lunas Hospital in the referral of students for follow-up action.
10. Following an ESC demonstration one principal purchased the Peabody Picture Vocabulary Test and the Columbia Mental Maturity Scale for use in the initial screening of referrals.
11. Provided consultative assistance for the evaluation of a Title I, ESEA experimental project at Camp Sierra Blanca. This was a summer program for accelerating the academic progress of students from the New Mexico Boys School at Springer, New Mexico
12. Consulted with school personnel regarding the adoption of new, NCTE recommended, language-literature curriculum guides.

SANTA FE

Requests  
10

Visits  
59

Students  
13,084

1. Educational Service Center staff members have traveled to Santa Fe approximately forty-seven times during the last six months to consult with personnel in the State Department of Education on matters of mutual concern. These interactions have enabled Center staff members to coordinate their efforts with those of their counterparts in the State Department. Such interactions have helped clarify the role of the Educational Service Center with respect to the activities of the State Department of Education and have resulted in an atmosphere of reciprocal assistance. Most of the visits to Santa Fe took place after a two-day joint planning meeting (held early in September) between the State Department of Education and the entire staff of the Educational Service Center. This meeting was of tremendous import in establishing the supportive base out of which many cooperative efforts have evolved.
2. The Center's Computer Operations Consultant has been assisting Dr. Swanson of the State Department of Education in developing a strategy for collecting and processing data on several standardized achievement and ability tests. The purpose of the project, expected to be operationalized in the fall of 1967, is to compile normative data on New Mexico school population.
3. Assisted in evaluation of social studies programs of four junior high schools, one mid-high school, and one high school.
4. Assisted in the analysis and evaluation of the Young Jr. High School English program.
5. Assisted State Department of Education by helping to sponsor an Adult Education Workshop. HELP and TVI also helped sponsor this workshop.



SANTA ROSA

Requests  
4

Visits  
16

Students  
1,410

1. Consulted with administration in cooperation with State Department of Education to evaluate district curriculum.
2. The Center is actively involved in a special education proposal for Santa Rosa. The proposal involves a cooperative program in special education in which:
  - a) The public school provides a teacher
  - b) The private school provides classroom space
  - c) The University of New Mexico provides supervision and an internship program
  - d) The Educational Service Center provides psychological testing and evaluations
  - e) The Division of Mental Health provides a "clearing house" for medical and dental problems
  - f) The Community Health Services Committee helps coordinate the program with the activities of other agencies.
3. Evaluated guidance practices and offered suggestions for future changes and additions.
4. Individual psychological evaluations to identify children for cooperative Special Education program.
5. Helped counselors and principals to set up guidelines for pupil-personnel services to be implemented next year. These guidelines have incorporated those of the State Department of Education and in addition, some of the criteria set forth by North Central for pupil-personnel services.

SOCORRO

Requests  
10

Visits  
38

Students  
2,293

1. Cooperated with State Department of Education by assisting in the planning of an application for funding of adult basic education program.
2. Assisted social studies teachers in methodology, materials, teaching units, lesson plans, etc., for social studies program (i.e., organization of this content area for presentation).
3. Since Socorro did not have the services of a guidance counselor early in the year, an Educational Service Center guidance specialist worked with the high school principal and his staff in performing some of the guidance duties for the functioning of the school and its students. This involved:
  - a) Planning a college day program.
  - b) Helped students complete application forms for college, vocational training and other applications.
  - c) Helped staff determine the kinds of guidance services they could perform in the absence of a guidance counselor.
  - d) Helped determine what type of testing programs they should follow.

A new counselor has been appointed and an ESC guidance specialist is helping this new person become established in the guidance program. The specialist is helping with plans for future guidance services.

TAOS

Requests  
9

Visits  
19

Students  
3,217

1. Submitted a proposal outlining suggestions for improving the guidance program at the elementary and junior high levels. This proposal was the result of program evaluation conducted by ESC's guidance specialists. It is expected that the suggestions will be implemented during 1967-68.
2. Conducted general evaluation of, and made recommendations for, elementary reading program.

TRUTH OR CONSEQUENCES

Requests  
4

Visits  
17

Students  
1,382

1. Consulted with superintendents regarding federal guidelines for securing funds for education of the handicapped. Children at Carrie Tingley Hospital receive their education through the local school district. Prepared a report of factors affecting the future number and type of students to be expected as comprising the Carrie Tingley census.
2. Conducted a survey of guidelines (for teacher certification, physical plant facilities, financing, and teaching materials), from all U. S. states and territories on the education of the handicapped.
3. Computer scoring of 2,250 answer sheets (standardized test).

VAUGHN

Requests  
3

Visits  
24

Students  
384

1. The psychological and guidance personnel of ESC are actively engaged in the planning of a five-district special education program in cooperation with school district personnel, the University of New Mexico, and the Department of Public Health. The program will serve approximately 100 children. ESC will continue to assist in the testing and screening of children for this program. The Center will also help conduct in-service training for prospective teachers of Special Education classes. One such in-service class, involving sixteen prospective teachers, has already taken place at Estancia. The five districts involved in this cooperative effort are: Vaughn, Encino, Moriarity, Estancia, and Mountainair.
2. Speech and hearing evaluations conducted on twenty students, followed-up by teacher-case conferences.
3. Worked with the school counselor (Tom Tenorio) on expanded guidance services.
4. Conducted two psychological interviews of disturbed children and held case conference on same.

**WEST LAS VEGAS****Requests**  
19**Visits**  
31**Students**  
2,915

1. Assisted in the planning and program development of a special education project to be conducted by West Las Vegas Schools and the New Mexico State Hospital.
2. Assisted school personnel and VISTA volunteer in establishing a tutorial project. Assistance included planning, development, and organization. Also involved were volunteer college students and the Department of Education at Highlands University. This project was implemented in conjunction with East Las Vegas schools.
3. Provided consultant services in cooperation with New Mexico State Hospital, University of New Mexico, Highlands University, and State Department of Education, for designing and writing a special education project proposal for a demonstration center in Las Vegas. Additionally involved were New Mexico School for Visually Handicapped, New Mexico School for the Deaf, Department of Public Health, and the State Planning Office (Mental Retardation Project).
4. Computer scoring of 5,400 answer sheets (standardized test).
5. Assisted in part of the high school's preparation for evaluation by the North Central Accreditation Association. Assisted specifically with the English program by means of consulting for its reorganization.
6. Consulted with superintendent, guidance staff, and other staff members in a review of the present guidance program and submitted a proposal for future guidance services for the consideration of the school staff.



## OTHER

### SPRINGER

1. Conducted the initial screening of seventy-five possible special education students from the Springer Public Schools and the New Mexico Boy's School. The Educational Service Center is assisting in the establishment of a Special Education class in cooperation with the University of New Mexico and Highlands University to serve those students already identified as needing such a program.

### ESPANOLA -- TRUCHAS

1. Consulted with Truchas Presbyterian Elementary School in a series of meetings in anticipation of ungrading the school for 1967-68.

### ALBUQUERQUE -- MENAUL HIGH SCHOOL (NONPUBLIC)

1. Consulted with administration and faculty in the evaluation of their program.
2. Provided assistance in curriculum planning for 1967-68.

### ALBUQUERQUE HIGH SCHOOL

1. An ESC guidance specialist served as a member of the North Central evaluation team with respect to school guidance and counseling practices.

### SANTA FE -- CATHEDRAL

1. Individual psychological evaluations were performed for two eighth grade students at St. Francis Cathedral Elementary School.

### TUCUMCARI

1. Assisted school personnel, VISTA volunteer, and local CAP personnel in the planning and development of a tutorial program. Program is not yet in operation.

### CARRIZOZO

1. Consulted with district personnel on the development of a Title III project proposal for a learning resource center in the Carrizozo area.

### EAST LAS VEGAS

1. A team of ESC consultants assisted school personnel with the preparation of a grant proposal for a post-Head Start "Follow Through Project". Editorial assistance was provided in addition to recommendations concerning the learning materials, testing and evaluation aspects of the program.

## SECTION IV

### MULTIDISTRICT AND REGIONAL ACTIVITIES

## MULTI-DISTRICT ACTIVITIES INCLUDING CONFERENCES AND WORKSHOPS

### Counselor's Guidelines

ESC guidance specialists have begun the promulgation of pupil-personnel services guidelines. These are written guidelines for dissemination to interested counselors. The guidelines are such that they can be tailored to fit the needs of the area in which they are to be used. The guidelines were compiled in cooperation with local personnel. Initially begun in conjunction with Belen personnel, the effort has spread widely.

### Space Science Center

The concept of a Space Science Center evolved as a result of the cultural bareness of New Mexico in the form of technological offerings available to school children. The planning of such a Science Center involved the joint efforts of representatives from the Educational Service Center, school districts served by ESC, Albuquerque Public Schools and the University of New Mexico. Industrialists and other interested persons also took part in the planning. A Title III Planning Grant proposal, written by ESC staff, was submitted in January of 1967. While this proposal was well received, it has not been approved for funding and is being held for resubmission.

### Guidance Counselors' Conference

Representatives of the Educational Service Center met with personnel from nineteen council schools and from the State Department of Education. A total of sixty persons were present. Sponsored by ESC, the Guidance Counselors' Conference was held in Albuquerque on October 27, 1966. The major topics considered included:

- a) The Individual Inventory Process
- b) Special Education
- c) Information Services and Program Planning
- d) Follow-up and Research

Plans were made during the course of the conference for ESC assistance and consultation at the individual school districts represented.

### Pre-School Orientation Meetings

As a new organization, the Educational Service Center undertook an extensive pre-school orientation program to inform school personnel about the types of services that ESC was staffed to offer. This was done in every district served by the Center. As a follow-up to these pre-school meetings, a printed introduction to the Center, its services, and guidelines for obtaining these services were mailed to every teacher and administrator in the districts visited.

### Joint Meeting of the Educational Service Center and the State Department of Education

A joint conference for the ESC and the State Department of Education was held in Santa Fe on September 9 and 10, 1966. The purpose of the meeting was to bring the staff of both organizations together to plan for cooperative efforts between the Center and the State Department of Education.

### Tele-Lecture and Tele-Writer Conference

During the latter part of October, 1966, the Educational Service Center, with the assistance of the Mountain States Telephone and Telegraph Company, conducted a Tele-Lecture and Tele-Writer Conference for the Educational Service Center staff, school personnel, and parties from the State Department of Education.

The purpose of the conference was to familiarize those present with some of the modern communication technology which is in use in schools and which might be applied to school situations in New Mexico. The conference was well received having an attendance of sixty-seven. As a result of this conference, certain school districts (viz. Fort Sumner, Vaughn, Encino, and Corona) have pursued this interest further with the Telephone Company.

### New Mexico Research and Study Council Annual Evaluation Conference

This meeting was held at Las Cruces on December 8 and 9, 1966. Five members of the Educational Service Center met in conjunction with a number of NMRSC members.

particular interest was the discussion of the role of New Mexico school administrators in school-community relations. Dr. Ralph Kimbrough of the University of Florida and Dr. Clarke Knowlton of Texas Western University, conducted the discussion. In addition to the discussion, school superintendents and administrators were advised on the importance of awareness of community power structure.

#### Conference on the Evaluation of the Educational Service Center

The annual evaluation meeting of the Educational Service Center with its member schools was held at Albuquerque on December 19, 1966. The staff of ESC met with fourteen superintendents, guidance personnel, principals and teachers from nine member districts.

Discussions were held on the schools' expectation of Center services, the impact of ESC upon schools and communities, and desired services for the future. Needs were noted for improved communication between the Center and school districts, longer visitations, increasing the scope of services, implementation of summer programs and a greater variety of materials for the Mobile Units. Overall satisfaction was expressed with regard to past services to the school districts.

#### Conference on "Creating a Climate for Change"

Representatives from the Educational Service Center, New Mexico Research Study Council, and the Albuquerque Public Schools met in January, 1967, to discuss curriculum problems in New Mexico education. Dr. Marcella Lawler, Columbia University Professor, and Dr. Dolores Silva of the Educational Service Center, conducted the conference.

Forty representatives from sixteen ESC serviced schools participated in discussions, lectures, and general workshop sessions.

#### Belen-Socorro-Los Lunas Future Cooperation Conferences

During December, 1966, Dr. Patrick D. Lynch met with the superintendents and directors of instruction from the above school districts. The group discussed ways in

which these districts might work cooperatively to plan efforts in curriculum, special education and community services.

#### GATB Workshop

On December 12 and 13, 1966, the New Mexico State Employment Security Commission conducted a workshop at the request of the Educational Service Center, Division of Psychological and Guidance Services. The purpose of the workshop was to train counselors in member schools on the use of the General Aptitude Test Battery (GATB) as an evaluation instrument.

#### School Plant Planning Conference

Dr. George Collins of the U.S. Office of Education discussed the impact of Federal legislation on educational building and planning programs on January 6, 1967, at Albuquerque. Approximately fifty representatives including those from ESC, NMRSC schools, the State Department of Education, and school architects attended the conference. The conference was co-sponsored by ESC.

#### VISTA Conferences

Prior to the inception of the Educational Service Center, VISTA volunteers were not being used effectively in remote school districts of New Mexico. The ESC has actively worked toward greater coordination of the school districts and VISTA. As a result, there are several programs in operation in the school districts. These include tutorial projects, headstart activities, and other VISTA work.

Cuba has had two conferences in January, 1967 for the implementation of a tutorial program and workshops. Fifteen persons representing VISTA, ESC, the local schools, and the community met in the first two-day conference on January 9 and 10, 1967. Forty-eight personnel met during the workshop sessions later in January.

Several meetings were held at Jemez Springs during January and February of 1967 to discuss the feasibility and implementation of a tutorial program for that area. Several



workshops were included in the five conferences held. Personnel from ESC, VISTA, the local schools and the community were represented in each of the five conferences.

In conjunction with ESC, Bernalillo held two conferences in January and February of 1967, for discussion and implementation of VISTA activities in the Bernalillo schools. Tucumcari schools had a tutor conference on February 20, 1967, as well.

East and West Las Vegas districts had three conferences in January and February for implementation, orientation, and evaluation of tutorial programs. The ESC aided the conferences in consultation and direction of these meetings. As many as eighty persons attended the meetings.

### Social Studies

Working closely with the State Department of Education, ESC has assisted in the formation of a State Council for the Social Studies. Since its beginning, the Council has grown to include 100 members and represents elementary, high school, and college social studies teachers.

The Educational Service Center assisted in the planning of the first statewide workshop dealing with the teaching of world events. Over 100 persons attended the workshop. The workshop was sponsored jointly by the State Department of Education, Albuquerque Public Schools, UNM, and ESC.

ESC has received a Certificate of Commendation for its support of Social Studies education in New Mexico. Awarded by the New Mexico Council for the Social Studies, the certificate is for participation in NMCSS meetings, providing space for meetings, and staff member efforts in the area of the Social Studies.

### West Las Vegas Workshop

This conference was held at New Mexico State Hospital in Las Vegas during September, 1966. The purpose of the meeting was formulating a Title III project proposal for a community mental health program.

Present were members of the ESC, the staff of New Mexico State Hospital, members of the State Welfare Department and representatives from the West Las Vegas Public Schools.

#### Conference on Psychological Testing in Special Education

This conference was held in Estancia, New Mexico, on September 20, 1966. Sixteen people were in attendance. The purpose of the meeting was the discussion of the relation of Psychological Testing to Special Education. Following this conference Dr. Fritz Adams conducted (at Estancia) a semester long, UNM, extension course in Special Education.

#### Provo, Utah Conference

A conference was held at Provo, Utah on March 7 and 8, 1967. School representatives from Albuquerque, Belen, Pojoaque, Gallup, Corona, and Los Lunas as well as ESC staff members attended. The purpose of the conference was to observe and discuss the BYU project involving daily demand scheduling. Other types of variable scheduling were also demonstrated and discussed.

#### Statewide IRA Conference

A statewide IRA (International Reading Association) Conference was conducted at the University of New Mexico on April 7 and 8, 1967. The conference was sponsored by the Educational Service Center with the cooperation of Albuquerque Public Schools, Highlands University, Los Alamos Public Schools, New Mexico State University, State Department of Education, University of Albuquerque, and the University of New Mexico. Representatives from each of the above institutions attended. The featured speaker was Dr. Russell Stouffer of the University of Delaware. His address dealt with the "Language Experience Approach" to reading. A number of small discussion groups evaluated and raised questions about "Language Experience Approaches" in reading programs.

### Statewide Technical Assistance Conferences

In order to implement the services of the new technical assistance component of the Educational Service Center, two conferences were held under the joint sponsorship of ESC, the State Department of Education, and the U.S. Office of Education. One conference took place on March 29 in Ruidoso, the other on March 31, 1967, at Taos. In addition to speakers from the State Department of Education, Dave Young of the U.S. Office of Education discussed Federal Guidelines and Program Priorities. Each New Mexico school district was asked to send its superintendent, or his delegate, and one classroom teacher to one of the conferences. Time was allotted at each conference for individual consultation between school district personnel and program participants.

### Student Art Show

ESC sponsored an exhibit of student art held between March 31 and April 8, 1967. The entries were displayed during this time in the mall at Winrock Shopping Center. Each elementary school in the 27 districts served by ESC was asked to submit 6 original art works on the theme, "The Child Views His Community". Miss Oralia Zuniga coordinated the exhibit which included more than 450 entries. Mr. Joe Ferguson of the Albuquerque Public Schools' Art Department and Dr. Alexander Masley of the UNM Art Education Department selected 100 finalists for the presentation of awards of recognition.

### Custodial Workshop

On March 4, 1967, ESC participated in a custodial workshop conducted at the Estancia Elementary School. Approximately fifty persons attended. Mr. Hy Adler of the University of New Mexico and his staff demonstrated new maintenance techniques to custodians from five school districts. The demonstration included classroom, cafeteria, and restroom methods. Part of the workshop was devoted to staff relationships in a school system.

## Counselor's Guide

The Coordinating Council of New Mexico Secondary Schools and Colleges, ESC and the State Department of Education are formulating the state's first guide to its own institutions of higher learning. The guide will have 2 major functions, one descriptive and one predictive. The first section will describe the various (19 total) institutions and their programs. The second will be comprised of expectancy tables used to predict the success of New Mexico high school graduates entering 6 of New Mexico's colleges and universities. ACT scores and high school grade point averages will be used as independent variables.

While a similar publication is available to high school counselors in several other states, the guide will be a "first" in New Mexico. ESC is bearing publication costs the first year (a March, 1968 publication date is anticipated) and is collecting and compiling the information under the auspices of the Coordinating Council. The State Department of Education will assume responsibility for production and publication in subsequent years.

The guide will be of greatest benefit to college bound students, but since technical and trade schools (e.g., the Albuquerque Technical Vocational Institute) will be represented in the descriptive section, the guide is expected to be of some benefit to any graduate anticipating higher education in New Mexico. It should create an awareness of educational opportunity heretofore impossible in New Mexico.

One important result of the process of initiating publication of the Counselor's Guide is the cooperation wrought among the colleges. Prior to this publication, the institutions were highly reluctant to release ACT data for fear that invidious comparisons would be made on the basis of the published data. The publication of the counselor's guide is thus a significant step toward institutional cooperation in New Mexico.

## MOBILE UNITS AND THE LEARNING MATERIALS CENTER

During 1966-67, ESC leased 2 specifically organized and equipped buses from the University of New Mexico. These mobile learning materials centers began scheduled visits in September, 1966 and continued till the end of school in 1967. They were equipped with samples of newly published texts, professional journals, tapes, filmstrips, art prints, audio visual equipment and reproduction equipment for the production of teaching and learning aids.

The objectives of these units were:

1. Exhibit new text offerings for inspection by school personnel.
2. Familiarize school personnel with new types of learning materials.
3. Provide inservice training for teachers.
  - a) on audio-visual equipment already possessed by the school
  - b) on new types of equipment for use in the production of learning and teaching aids.
4. Dissemination of information about ESC's services.

In the pursuit of the first two objectives the operators of the vans served as lending librarians for the various type of materials. Numerous informal workshops and demonstrations were the major activities related to objective No. 3, while objective 4 depended upon conversation between the operators and school personnel.

### evaluation

ESC's evaluation of the activities of the mobile units is based upon four sources of information. These include:

1. The Survey of Superintendents
2. Meetings of the Teacher's Advisory Committee
3. Reports of the Unit Operators
4. Incidental comments made by School Principals and Teachers



Information derived from these sources formed a consistent pattern which indicates that the vans achieved objectives 1, 2 and 3a to the extent that they were capable and that this was accomplished fairly early in the school year. Objective 3b was also attained in that many teachers gained expertise in the use of the various types of reproduction equipment available to them. However, it is felt that relatively little change occurred as a result of this newly acquired expertise. This is because the schools did not ordinarily possess such equipment and the vans were rarely on-site when teachers needed use of the equipment.

After teachers had inspected the contents of the vans, interest began to dwindle due to a lack of depth in the stock of new materials and the lag in turnover of materials in circulation. That is, it was found that there was insufficient new materials each visit to maintain teacher interest.

The best response to the vans was encountered in those districts with few schools and a great need for learning materials. In districts with several or many schools scheduling problems arose frequently and school personnel complained that they never knew where the vans were or when to expect them. Moreover, the larger systems tended to be better off in terms of learning materials on hand.

Van operators were generally hard put to keep track of materials. Moreover, record keeping in the lending operation presented them with a continuing headache. As a result many sample texts were misplaced or stolen.\*

The results of the Survey of Superintendents indicated that only four of ESC's twenty-seven district superintendents wished continuation or expansion of the vans' services. Three districts were either contemplating or planning their own mobile units.

Upon review of the results of the operation of the vans, it was concluded that ESC resources could be more productively used in other ways. One of the vans was converted

\*In one sense, such a loss of materials could be construed as an extraordinarily efficient method of disseminating new and better ideas, for teachers sufficiently covetous of the materials to contrive their theft must surely expect to use them intensively.



a mobile testing unit designed to facilitate ESC's team approach to testing referrals during 1967-68. The conversion process involved the removal of fixtures for the learning materials and the installation of partitions, lighting, furniture, etc., suitable for individual testing of speech, hearing and ability. The approximate cost of the conversion was \$800.00. The benefits of the conversion are expected to be great and include:

1. Establishment of a standardized testing environment to increase the validity of standardized test scores.
2. Demonstration of an exemplary testing environment to school personnel.
3. An increase in the convenience of ESC's testing service to the schools.
4. Maintenance of efficiency and productivity of ESC's testing staff.

With the reduction in demand for service by the learning materials vans, it was felt that the load could be handled by one van operating on a request basis. This van has been expected to serve as the nucleus of planned inservice workshops covering audio-visual equipment and materials, use of teacher made learning aids, etc.

The de-emphasis of mobile learning materials centers has necessitated establishing a fixed location for learning materials. Collation of all ESC publications and equipment, effective July 1, 1967, has resulted in a small professional library which is expected to be of greater value than the mobile unit system. This is primarily due to the solution of the materials retrieval problem generated by the lending system operating through the vans. Following July 1, 1967, all materials leaving ESC are the responsibility of staff members.

The Learning Materials Center (LMC) as established July 1, 1967, receives 50 monthly bimonthly, professional periodicals. Additionally a limited number of books, records, tapes and items of equipment are available under the following headings:

- |                                  |                        |
|----------------------------------|------------------------|
| 1. Education                     | 9. Indian Education    |
| 2. Mental Health                 | 10. Southwest Culture  |
| 3. Health and Physical Education | 11. Industrial Arts    |
| 4. Language Arts                 | 12. Foreign Languages  |
| 5. Psychology                    | 13. Business Education |
| 6. Social Studies                | 14. Music              |
| 7. Reading                       | 15. Mathematics        |
| 8. Science                       | 16. Audio Visual       |
|                                  | 17. English            |

It should be pointed out that the LMC will serve a limited population and excepting professional journals, will not be a large operation. The materials in the LMC will be comprised primarily of those materials used on the mobile units during the prior year. However, the variety and amount of subject matter available to school district personnel is continually being increased, and the new centralized location of this material permits staff members easy access to information of benefit to school personnel with whom they have contact.

The LMC staff has attempted to utilize other materials center type organizations in this vicinity in order to up-date and augment the material already on hand. The Educational Research Information Center (ERIC) located at New Mexico State University in Las Cruces, New Mexico, has provided valuable assistance as has the Rocky Mountain Special Education Learning Materials Center located at Colorado State College in Greeley, Colorado.

## Summary

Evaluation of the operations of ESC's 2 mobile learning materials centers indicated that:

1. Certain objectives had been achieved and more effort in those areas would prove redundant.
2. The units were most effective in poor districts having few schools.
3. The units were least effective in districts with several or many schools.
4. Problems with record keeping and scheduling occurred frequently.
5. Of ESC's 27 districts only 7 wished some continued form of regular mobile learning materials center service during 1967-68.

These results indicated that ESC's resources could be used most productively in alternative ways. Accordingly, the following changes were planned for 1967-68.

1. One of the units was converted to an exemplary mobile testing environment.
2. The second unit will be used as the basis of a series of inservice workshops on teaching aids and audio-visual equipments and materials.
3. A fixed-location learning materials center was established using materials from the mobile units and augmented by the addition of professional periodicals.

## SECTION V

### TESTING ACTIVITIES

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### TESTING ACTIVITIES

School districts served by ESC lack many supplementary services. The resources necessary for the diagnosis of learning problems and the prescription of appropriate remedial action are almost uniformly lacking. Consequently, prior to 1966-67 because of the scarcity of this supplementary service and its de-emphasis (due to cost) a large case backlog had built up in the districts.

In response to this backlog and the routine incidence of cases, ESC's staff conducted a large number of learning problem evaluations. This was done to a) benefit the individual students, b) demonstrate the desirability of this service to district personnel and c) encourage the districts to provide remedial followup to the detection and identification of learning problems.

This section presents data descriptive of ESC's testing activity during its first operational year. Analysis of this data is also presented. This analysis indicates that although much was accomplished in a) and b) above, greater emphasis must be given to c). The descriptive and analytic material below support the conclusion that although ESC personnel must continue to serve in a diagnostic role, much greater effort must be extended toward developing curricular solutions to the needs of exceptional children.

## THE EXTENT AND DISTRIBUTION OF TESTING DURING 1966-67

During 1966-67, testing was confined to the following general categories:

1. Psychological
2. Speech and Hearing
3. Reading

The number of tests administered within each of these categories is presented in Table I according to school district.

Table I does not include the following information:

1. Two hundred ninety students were tested in a group session at Bernalillo.  
This was carried out in conjunction with SRA normative sampling for a Vocational Planning Inventory.
2. Again in conjunction with SRA, ESC assisted in organizing a group testing session in Belen for the purpose of normative sampling.
3. Seventy-five individual tests of mental ability were administered at Springer in a group testing session.
4. ESC's test scoring service provided computer scoring for 1400 teacher made tests and 29,160 standardized tests.

Testing during 1966-67 was carried out on a referral basis. That is, testing or a lack of testing in a particular school district does not necessarily indicate the "true" need for testing in that district. This is because tests were administered only when ESC received a referral from district personnel.



TABLE I

NUMBER OF TESTS ADMINISTERED, NUMBER OF CHILDREN TESTED  
ALL DISTRICTS - AUG., 1966 to JUNE, 1967

School District	Psychological		Speech		Reading	
	No. Tested	No. Tests	No. Tested	No. Tests	No. Tested	No. Tests
Allen	18	32	19	53	25	50
Bernalillo	16	63	25	114		
Brona	8	33				
Cuba	11	40				
Cincino			12	24		
Estancia	45	45				
Fort Sumner	22	50	11	33		
Gallup					1	5
Grants	10	24	12	35	1	2
Gmez Mtn.			7	18		
Los Lunas	10	13				
Menasco	14	54				
Mojoaque	9	21	34	96	64	64
Muidoso	18	52	8	22	11	12
Ncorro	6	21			2	6
Taughn			22	55		
<b>TOTAL:</b>	187	448	150	450	104	139

Note: No tests were administered in the following districts:

Magdalena  
Moriarity  
Ojo Caliente  
Pecos  
Quemado  
Taos  
T. or C.  
West Las Vegas

## PSYCHOLOGICAL TESTING

Referral Procedures -- Individual students were referred to ESC's school psychologists for testing from 13 of ESC's member districts for 22 separate reasons (see Table II). Each of the 26 districts had been provided with referral forms at the beginning of the 1966-67 school year. Referral was routinely accomplished as follows. The school principal would mail a completed referral form for each student thought to require the attention of a school psychologist. ESC's staff would prepare for the evaluation on the basis of the information supplied on the form. That is, the Psychological Services Division would use this information to schedule the time of staff members, for the selection of mental tests appropriate to the individual case (see Table III) and for the coordination of psychological services staff efforts with the activities of other divisions.

It was thought that this referral system would be adequate; however, the form devised originally was not satisfactory. School personnel often returned the form incomplete or complete with misinformation. This situation caused scheduling dislocations and inefficiencies in the field.

Late in 1966-67 a new form was devised in the hope that the clarified queries and the screening needed to complete the form would remedy most of ESC's referral difficulties. Copies of the original and revised referral forms are appended. Additionally, the Psychological Services Division staff has planned a series of area testing workshops at which referral techniques will be emphasized. A sample program for one of these workshops is also appended.

TABLE II

## REASONS FOR PSYCHOLOGICAL TESTING REFERRAL\*

<u>Physical:</u>	<u>No.</u>	<u>%</u>
Suspected visual handicap	(4)	1.8
Suspected hearing handicap	(1)	.5
Suspected speech handicap	(6)	2.7
Suspected brain dysfunction	(4)	1.8
Suspected multiple handicap	(3)	1.4
Suspected epileptic seizures	(3)	1.4
	<u>21</u>	<u>9.6</u>
<u>Emotional:</u>		
Behavior disorder - Emotional disturbance	(36)	16.4
Anxiety and extreme nervousness	(13)	5.9
Depression	(4)	1.8
Suspected amnesia	(2)	.9
	<u>55</u>	<u>25.1</u>
<u>Social:</u>		
Social maladjustment	(14)	6.4
Suspected family adjustment problems	(3)	1.4
Assess potential for college academic success	(2)	.9
Suicide attempt	(1)	.5
	<u>20</u>	<u>9.1</u>
<u>Classroom Problems:</u>		
Poor achievement in class	(13)	5.9
Suspected underachievement	(6)	2.7
Aggressive behavior in the classroom	(9)	4.1
Inattention in class	(5)	2.3
Excessive absenteeism	(1)	.5
	<u>34</u>	<u>15.5</u>
<u>Special Education:</u>		
Suspected mental retardation	(18)	8.2
Special education screening	(65)	29.7
	<u>83</u>	<u>37.9</u>
<u>Undetermined:</u>	<u>6</u>	<u>2.7</u>
	<u>219</u>	<u>99.9</u>

\* The numbers and percentages presented in Table II reflect all reasons for referral; i.e., in some instances more than one reason for referral was given for one person.

TABLE III  
NUMBER OF DIFFERENT PSYCHOLOGICAL TESTS  
ADMINISTERED BY ESC STAFF MEMBERS IN  
EACH DISTRICT DURING 1966-67

	Belen	Bernalillo	Corona	Cuba	Estancia	Ft. Sumner	Grants	Jemez Mt.	Los Lunas	Penasco	Pojoaque	Ruidoso	Socorro	TOTAL
SC/WAIS	7	12	7	9	45	18	4	1	1	11	2	8	6	131
Body Picture abulary Test	4	8	4	9		2	3		3	10	5	3		51
denough telligence Test	4	8	7	4		7	4	1	1	7	3	13		59
nder-Gestalt	7	11	8	9		18	7	1	2	13	2	11	6	95
lombia Mental turity Scale	3	7	2	7		2	4		3	9	6	4		47
anford-Binet	1	2	1			3			1	2	1	8		19
T	2	2	3				1		1	1		1		11
T	3	7	1				1		1		1	1	4	19
nton Visual tention Test		4		2							1		1	8
PSI	1	1								1		1		4
neland Social turity Test												1		1
otter Incomplete entence Test		1										1	4	6
TOTAL	32	63	33	40	45	50	24	3	13	54	21	52	21	451

Field Testing Procedures -- Certain difficulties relating to field conditions are encountered by Psychological Services Division staff during 1966-67. These are itemized below.

1. Poor testing environments were encountered in many schools. These included distraction of the respondent by extraneous noise, interruptions, lack of space and lack of privacy. These conditions tended to reduce rapport and consequently tended to reduce test validity.
2. Frequently ESC staff would encounter learning problems of non-psychological nature, e.g., poor hearing, poor vision or aberrant reading habits. It was evident that a more comprehensive approach to learning problem diagnosis was required.
3. ESC staff members performed many individual evaluations which provided no benefit to the student. This was because the school or family was unable or unwilling to provide remediation for identified problems. Table IV summarizes recommendations made by ESC's school psychologists. Many of these recommendations were never followed up by the school or family.

ESC's response to items 1 and 2 above consists of a mobile test unit (to provide a standardized testing environment) and a comprehensive team approach to testing. Item 3, however, is the most serious problem and the most difficult to approach. One facet of ESC's approach is to create awareness of the special needs of exceptional children. This is being done through the testing program by identifying the number and severity of learning problems (e.g., 45 students were tested in Estancia as a special education screening program). The ultimate answer to the lack of service for children with special needs, however, is the development of capability on the local level. Under rural circumstances and in areas where the tax base is low, this development means at least the following:

1. Encouraging and subsidizing cooperative arrangements among adjacent school districts in the areas of purchasing, planning, supplementary

TABLE IV  
RECOMMENDATIONS BY ESC SCHOOL PSYCHOLOGISTS  
ON BASIS OF INDIVIDUAL EVALUATIONS\*

Tests and Evaluation:

	<u>No.</u>	<u>%</u>
further diagnostic evaluation (different tests)	16	8.1
re-evaluation at later date	7	3.6
reading test	3	1.5
hearing examination	6	3.0
vocational aptitude and interest test	2	1.0
speech test	7	3.6
eye examination	13	6.6
complete neurological examination	30	15.2
complete physical examination	7	3.6
	<u>91</u>	<u>46.2</u>

Referral and Placement:

referral to family physician	3	1.5
special education placement or continuation	25	12.7
referral to psychiatrist for therapy	10	5.1
placement in special school or hospital	4	2.0
	<u>42</u>	<u>21.3</u>

Conference and Counseling:

remedial action by classroom teacher	27	13.7
parent consultation	10	5.1
counseling by school counseling staff	11	5.6
remedial help in perceptual training	6	3.0
teacher conference	5	2.5
	<u>59</u>	<u>29.9</u>

Other:

student should attend college if possible	3	1.5
encourage socially acceptable outlet for aggression	2	1.0
	<u>5</u>	<u>2.5</u>

\* Administration of 45 WISC's in Estancia for purpose of special education screening omitted.

NOTE: The numbers and percentages presented in Table 4 reflect all recommendations made and not the number of persons tested; i.e., more than one recommendation may have been made for any one person tested.



services and instruction.

2. Initiate directly or indirectly a much higher degree of genuine community involvement in the affairs of the school.
3. Assistance to districts in their efforts to upgrade program, facilities and staff - especially the staff.

In order to work to the end that remediation be immediately subsequent to learning problems identification, ESC's psychological services staff will re-direct their efforts during 1967-68. More stress will be placed upon the development of screening, testing and follow-up programs. The Division must, of course, continue to perform achievement, psychological, speech, hearing and other evaluations. This work with individual children and groups of children is important in view of the inadequate resources of the districts. The broad objective of the Psychological, Speech and Pupil Personnel Services Division must be twofold, however, and include the development of compensatory and remedial follow-up programs.

The Need for Testing -- Examination of Tables V and VI provides evidence of the need for the evaluation of individual learning or speech problems. In districts where this service meets the needs of the district the vast majority of evaluations would be conducted at the pre-first and first grade levels. In districts served by ESC, referrals were made at a high rate till the 8th grade for psychological testing and till the 6th grade for speech testing. In these higher grades, testing should be needed only where re-evaluations are required or when the child is new to the school (transfers in). This data indicates the size of the backlog of cases to be dealt with by the schools (and ESC) before they are "even with the game."

Similar data, to be gathered during 1967-68, should indicate whether real progress has been made (when compared with the present data for the same districts) toward abolishing the backlog. (Thus, the referral rate in the middle grades is expected to serve as a critical variable in the effort to evaluate the extent to which ESC is meeting the need for psychological services in any given district.) When the backlog of learning

TABLE V

PSYCHOLOGICAL TESTING:  
GRADE LEVEL OF CHILDREN TESTED; BY DISTRICT

GRADE LEVEL

DISTRICT	Spec. Ed.	Head Start	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Cuba					1	3		1		4			1	1	11
Bernalillo	4		1	2	1			5		1	1	1			16
Ruidoso			8	1	5	2	1		1						18
Socorro												2	1	3	6
Pt. Sumner	9			1		4	3	5							22
Reasco				4	3	3	2		1	1					14
Belco		4	2		1	2				2	1	4		2	18
Grants	4		1	1		1	2			1					10
Los Juncos		6		1			2					1			10
Pojoaque		6	2						1						9
Corona			3		3	1		1							8
Estancia			3	4	8	9	5	5	3	8					45
TOTALS	17	16	20	14	22	25	15	17	6	17	2	8	2	6	187
PERCENT (%)	9.1	8.6	10.7		11.8	13.4	8.0	9.1	3.2	9.1	1.0	4.3	1.0	3.2	100

TABLE VI

NUMBER OF STUDENTS TAKING SPEECH TESTS; BY GRADE LEVEL

DISTRICT	Day Nursery	Spec. Ed.	Pre First	GRADE LEVEL												TOTALS	
				1	2	3	4	5	6	7	8	9	10	11	12		UNK
Bernalillo	25																25
Ft. Sumner		5			1	2	2									1	11
Tejoaque				8	10	8	3	1		1				1		2	34
Ruidoso			2	5	1												8
Vaughn				3	2	5	3	4	4							1	22
Jemez Springs				2	1	1		1		1	1						7
Gran's				4	2	2	1	3									12
Encino					3		3	1	3			1	1				12
Belen				7	2	1	4	1	1			1					19
TOTALS	25	5	2	29	22	19	16	11	8	2	1	2	1	1	0	6	150
PERCENT (%)	17	3	1	19	15	13	11	7	5	1	5	1	5	5	0	4	100

problems in a district has been diagnosed, district personnel will be able to assess their program needs and plan to meet them.

## Speech and Hearing Testing

Statistical summaries of speech testing activity are presented in Tables VI and

II. Several observations may be made upon inspection of Table VII. These are itemized below.

1. Speech and hearing testing should be part of a comprehensive testing effort as proposed in the section on psychological testing. (Note the 86 "nonverbal" tests of mental ability administered in conjunction with speech and hearing testing.)
2. Better referral procedures should be established in the field, i.e., school personnel should refer fewer instances of normal speech and hearing for evaluation. Note that 85.7% of audiometric evaluations yielded results classified as normal. Seventy-seven percent of speech mechanism examinations yielded normal results as did 53.8% of speech evaluations.
3. An effort to reach a greater number of school districts should be made. The majority of effort was exerted in 9 of ESC's 27 districts during 1966-1967.

Examination of Table VI indicates a lack of early attention to speech and hearing problems. Note that 49% of speech and hearing evaluations were conducted on children in grades 2 through 6. Ideally these problems would be detected (except for transfer students) and remedial action taken prior to grade 2. This data is another reflection of the backlog of need for supplementary services in many rural districts. Moreover, it would indicate that it is important to emphasize the importance of early attention to speech and hearing problems on the part of the public schools.

## SPEECH TESTING STATISTICS: 1966-67

	Belén	Bernalillo	Encino	Ft. Sumner	Grants	Jemez Springs	Pojoaque	Ruidoso	Vaughn	TOTALS
No. speech evaluations	16	25	7	9	12	7	33	8	21	138
No. normal	10	19	5	4	6	2	13	4	10	73
% normal	62.5	76	71.4	44.4	50	28.5	39.3	50	47.6	52.8
No. some abnormality	6	6	2	5	6	5	20	4	11	65
% some abnormality	37.5	24	28.5	55.5	50	71.4	60.6	50	52.3	47.1
No. of examinations of speech mechanism	16	25	7	9	12	7	29	7	19	131
No. normal	14	21	6	8	8	6	18	7	13	101
% normal	87.5	84	85.7	88.8	66.6	85.7	62	100	68.4	77
No. some abnormality	2	4	1	1	4	1	11	0	6	30
% some abnormality	12.5	16	14.2	11.1	33.3	14.3	37.9	0	31.5	22.9
No. audiometer evaluations	17	24	10	11	10	3	13	4	13	105
No. normal	16	23	7	8	7	2	11	4	12	90
% normal	94.1	95.8	70	72.8	70	66.6	84.6	100	92.3	85.7
No. some abnormality	1	1	3	3	3	1	2	0	1	15
% some abnormality	5.8	4.1	30	27.2	30	33.3	15.3	0	7.6	14.2
No. Peabody Picture Vocabulary Tests	3	25	0	4	1	1	19	3	1	57
Goodenough Draw-A-Man Tests	1	25	0	0	0	0	2	0	1	29
No. Children Tested	19	25	12	11	12	7	34	8	22	150

SCHOOL DISTRICTS IN WHICH NO SPEECH RELATED TESTING WAS CONDUCTED BY ESC PERSONNEL:

Corona	Estancia	Jemez Mt.	Magdalena	Mountainair	Pecos	Quemado	Socorro	T. or C.
Cuba	Gallup	Los Lunas	Moriarity	Ojo Caliente	Penasco	Santa Rosa	Taos	W. Las Vegas



## Reading Testing

Reading tests were administered on a limited basis during 1966-67. ESC's reading specialist is assigned to the General Curriculum Division and consequently has conducted reading testing in pursuit of two objectives, viz., assistance with curriculum development and the diagnosis and alleviation of individual learning problems. In accordance with the first objective some reading testing was conducted at Corona in conjunction with the ungrading of the elementary school. In this instance, the tests were administered to train teachers to determine reading level and to initiate the ungraded school. In Pojoaque, however, reading testing was conducted for the purpose of recommending program changes for children thought to have learning problems. Reading testing as a part of assistance with curriculum development is treated in the section covering field activities. Reading testing conducted in the diagnosis of learning problems is summarized in Table VIII. Table IX presents a breakdown of the tests used in this activity.

TABLE VIII

### SUMMARY OF READING TESTING ACTIVITY DURING 1966-67

<u>District</u>	<u>No. Tested</u>	<u>No. Tests Administered</u>
1. Pojoaque	64	64
2. Belen	25	50
3. Ruidoso	11	12
4. Grants	1	2
5. Gallup	1	5
6. Socorro	2	6
TOTALS	104	139

TABLE IX

NUMBER OF DIFFERENT READING RELATED TESTS  
ADMINISTERED BY ESC STAFF IN ALL DISTRICTS  
DURING 1966-67

<u>TEST</u>	<u># ADMINISTERED</u>
Silent Reading Diagnostic Tests (form D-A):	34
Developmental Reading Tests (form 1R-B):	2
Nelson-Denny Reading Tests form B):	24
Gilmore Oral Reading Tests (form B):	27
Benton Visual Retention Tests:	1
Gates Spelling Tests:	14
Dolch Basic Sight Words Test:	34
Nelson Reading Tests (form A):	1
McKee Phonetic Inventory Tests (test III):	1
Gates Primary Reading Tests (type PWR TI):	<u>1</u>
TOTAL TESTS GIVEN =	<u>139</u>
TOTAL STUDENTS TESTED =	104

### Summary

To recapitulate the evaluation of testing activities during 1966-67, major results and proposed changes are itemized below.

1. In districts where testing has been intense, ESC personnel will devote greater effort to the development of curricular solutions to the needs of exceptional children. Testing will be conducted where these solutions are being developed.
2. Referral procedures were causing inefficiency. The referral form has been revised and workshops will be conducted covering good referral practices.
3. Too many normal children were being tested. Workshops covering referral and screening procedures planned for 1967-68 should result in improvement in this area.
4. A well ordered and standardized testing environment is lacking in most schools. One of ESC's mobile units has been converted from a learning materials van to a mobile testing station.
5. Responding to problems as specified on referral forms provided insufficient evaluative data from which to recommend a remedial program. A comprehensive team approach will be implemented during 1967-68. The process of learning problem diagnosis may then include all aspects of evaluation, i.e., audiometry, vision screening, mental tests and reading tests.

## **SECTION VI**

### **CENTER EVALUATION AND ITS IMPLICATIONS**

## SURVEY OF SUPERINTENDENTS

One evaluation technique available for any service organization is some measure of client satisfaction. Although client satisfaction is not one of ESC's formally stated objectives, it is obvious that ESC or any other service organization would soon be rendered totally ineffective if this variable were ignored. Moreover, if attention is paid to client satisfaction, difficulties may be detected early and effort may be exerted to prevent genuine dissatisfaction.

Late in fiscal 1967, an "evaluation team" from ESC visited all but 2 (Ruidoso and Bernalillo) of the districts served during 1966-67. The purpose of these visits was to poll school personnel for their reactions to the quality of service received by their district over the period of September 1966 to June 1967. Respondents were asked open-ended questions in interviews lasting as much as an hour. In a few instances where the superintendent was not familiar with ESC activities, the interviewers were directed to speak with a principal or director of instruction who had coordinated relations between the district and ESC. The evaluation team was well received, as most respondents were pleased that ESC desired feedback from the field. Accordingly, a surprising variety of positive and negative reactions were voiced.

### Communications

One respondent felt that the ESC newsletter was too dry in style and another received too few copies to go around. Other comments on ESC's bimonthly newsletter were favorable. Seven respondents either indicated or demonstrated a lack of information on the range and scope of services. In general, these were districts which requested few services and more effort will be made during 1967-68 to "reach" these particular districts. To this end, ESC expects to provide intensive orientation to its services in each district at the beginning of fiscal 1968. The orientation will be systematic, comprehensive and appropriately scheduled in contrast to the relatively ineffective orientations conducted in September 1966.

### Response to Requests for Service

One respondent complained that there was too great a lag between psychological testing and receipt of test results by the school. Two more mentioned the slow turnaround time for ESC's machine scoring service. Presumably these are isolated instances and not symptomatic of a generalized problem area.

In one district, the respondent mentioned 2 services which had been begun or scheduled but never completed. Four districts had forwarded a total of 4 requests to which there was no reply. These 6 incidents are relatively serious and ESC is fortunate that no public relations problems developed as a result. Measures have been taken to insure that formal requests will receive prompt response in the future.

Five districts indicated needs for service in areas which ESC is not staffed to assist. These areas include new math, music, social work and janitorial services. Two inservice janitorial workshops have been conducted with the service of a consultant from UNM's building and grounds department. Other requests such as for new math, music or social work consultants can probably be handled through referral to other agencies or through the medium of paid professional consultants.

It is felt that it would not be advisable to attempt to acquire competency in new areas using the current size of staff. Three respondents remarked that the staff appears to be spread too thinly anyway. Promising service in yet more areas would be compounding this problem.

### Mobile Units

This subject caused almost universal comment ranging from excellent to fiasco. Several districts experienced scheduling problems and most respondents felt that there was too little variety in the materials available on the units. The materials were redundant in some cases and of no use in some others. The demonstration of the various types of equipment on the units was felt to be of great value, but once demonstrated, the equipment had served its purpose and most respondents felt that it should have been replaced with new offerings.



As a result of these comments and the reports of the unit operators it was decided that these units had served their purpose and that the materials and vans could best be used in other ways. See the section on mobile units for more detail, pg.

#### Miscellaneous and Summary

Additional isolated comments included:

1. ESC should devote more attention to the needs of parochial schools.
2. ESC take care not to schedule multidistrict events in conflict with the activities of other agencies.
3. ESC should sponsor and conduct a greater number and variety of inservice workshops.
4. ESC's staff visits should be longer even if they have to be fewer in number.
5. A certain district is getting more than its share of the Center's services.

In every district where services were rendered, the evaluation team received an overall favorable impression of these services. Most of the respondents, when pressed, were able to make some suggestion on how services might be improved. If these areas needing improvement had not been detected the survey would have been a useless exercise. Thus, although client satisfaction is rated as high at the close of fiscal 1967, several aspects of the service mix require attention. These include a) effective use of the mobile units, b) increasing the effectiveness of communications and c) insuring a prompt response to requests for service.

## CENTER EVALUATION AND ITS IMPLICATIONS

Evaluation is viewed as a continuous process and accordingly, readjustments indicated as needed by the results of evaluation are made on a continuing basis. Inasmuch as ESC itself is an experiment, every effort is made to maintain organizational flexibility. This is done on the assumption that if the organization can remain responsive to its own needs, it can retain a posture of response readiness in relation to the needs of its clients.

The items of organizational change discussed below are the results of ESC's continuous evaluation process.

### Scheduling

Problems in this area have developed because staff members have not had sufficient time to answer requests for service as promptly as is desirable. The pressure has been most intense upon the Division of Psychological, Speech, and Pupil Personnel Services. Planning to enhance the productivity of the division for fiscal 1967-68 includes:

1. A team approach to testing which will be based upon the use of the mobile testing station. This approach will reduce travel time and intensify division efforts in any given school. It will, moreover, eliminate instances of double referral, (e.g. separate referrals for speech and ability testing for the same child) and on-site downtime while staff needs for space are being accommodated.
2. Responding to requests for individual mental testing only with a commitment from the school that they will cooperate in establishing a testing program which incorporates proper follow-up procedures.
3. Improved referral forms, inservice workshops on testing and guidance and an increase in staff size.

## Communications

Results of the December, 1966, evaluation conference, the Survey of Superintendents and miscellaneous feedback information from school districts indicated the need for more extensive communication efforts. This need existed despite the January, 1967, introduction of a bi-monthly newsletter. There are three aspects of this communications need.

1. District personnel frequently feel that they cannot keep up with federal programs in education.
2. Intensive effort is obviously required to maintain the currency of information in the schools about ESC and its capabilities.
3. Many of the programs begun with the assistance of ESC are developed to the stage wherein dissemination and public scrutiny are desirable. Knowledge of these programs should be more widely available.

In response to these communications needs, ESC has formed a Teachers' Advisory Committee. This committee of 10 teachers from 10 districts has been serving as a two-way communications link since its first meeting in May, 1967. Committee members have been valuable in providing information about the image (or lack of image) of ESC in the field. It is expected, in addition, that they will talk to teachers in their home districts and serve to present an accurate description of ESC capabilities on a teacher to teacher basis. This mouth to mouth technique of dissemination is highly effective in other endeavors and should be adaptable to the educational domain.

Another dissemination measure to be taken is the acquisition of a staff member with journalistic and public information competence. With professional competence on a full-time basis, ESC's potential for production of public information should be greatly enhanced.

### Staff Capability

Current staff has been unable to answer certain types of requests. Examples of such requests included those for assistance in proposal preparation, math-science, fine arts, janitorial services, and social work. In response to these perceived needs, ESC has:

1. Established a Technical Assistance Division to assist with proposal development and project design problems.
2. Placed strict emphasis upon service personnel rather than on equipment or other types of capital outlay.
3. Been able to refer most such requests to another agency or to cooperate with another agency in responding to the request.

Appendix A illustrates the range of outside agencies with which ESC has cooperated during 1966-67.

### Mobile Units

The activities of these units and an appraisal of their effectiveness is discussed on pp.        to        . It was decided in view of the increased potential of the units when used in ways other than as materials centers, that the mobile materials centers operation should be halted as of the end of school in 1967. A detailed description of changes to be made in the use of the mobile units starts on p.

### Cooperation and Coordination

Center evaluation results indicate that the more successful efforts of staff members have been in situations featuring the cooperation of several school, community, and governmental groups. Coordination with the State Department of Education will be a continuing emphasis. ESC will also emphasize coordination of efforts among other titles of ESEA, other federally funded

programs and other federal agencies. Expected results of such coordination are more effective use of equipment and materials already purchased with little money and more efficient use of financial and personnel resources.

#### Non-Public Schools

Although these institutions have requested ESC services, effort directed to their benefit has not been proportionate to the size of the non-public school student body. This deficit in service to non-public schools was noticed in at least one district as evidenced by a comment to that effect in the results of the Survey of Superintendents. Consequently, non-public schools will be urged to use ESC to a much greater extent than previously. In response to this need, ESC, the University of Albuquerque, a Catholic university, and UNM have planned and begun a 6-week summer program designed to reduce the number of substandard teaching certificates among parochial teachers, provide individualized remedial instruction for some Albuquerque Public Schools elementary students, and foster cooperation among public and non-public schools. The program began in June, 1967 and will continue through July, 1967. At this point, it appears that 7 new certifiable non-public school teachers will be graduated from the program.

#### Technical Assistance

During February, 1967, ESC was in the process of forming a new operational section called the Division of Special Projects and Community Service. This new division came about as a result of Center evaluation. Staff members in other ESC divisions had been receiving requests with which they could not deal as an addition to their regular duties. These requests were for assistance in research design, project proposal writing, meeting federal guidelines, and program development. Responding to such requests meant forsaking other valuable activities or expanding to meet the need. The new division was funded by a supplemental budget request (an amendment and extension of OEG 4-6-000048-0302). Division



activities were planned to emphasize close coordination with the State Department of Education and to upgrade communications among school districts, their communities, and ESC.

A major purpose of the division is to assist school districts in project planning and funding, including assistance in the writing and review of proposals. Other major emphases include assistance in the development of programs in adult education, tutorials, vocational and industrial arts education, improving school community relations, dissemination and research. Additionally, the division is operating to enhance communications within the state regarding ESEA and other federal programs related to educational and community development. In this connection, the division sponsored and organized March 2, 1967 workshops. At these sessions, in Taos and Ruidoso, personnel from ESC, the State Department of Education and the U. S. Office of Education discussed federal guidelines and program priorities before school personnel from most of New Mexico's 90 school districts. Another activity representative of the division's thrust was the Vietnamese School Administrators Program, OEC-3-7-430272-1909, a contract with the International Office of the U.S. Office of Education. Lectures, seminars, discussions and field trips were used to demonstrate to 9 supervisors of Vietnamese elementary education how rural school men in New Mexico are:

1. broadening the scope of rural education
2. meeting the problems generated by the rural situation
3. meeting school leadership needs
4. improving school community relations
5. meeting area specifics and other miscellaneous problems

Other division activities have included assistance to schools with project proposals (for Title III, OEO, EDA, and various national foundations) research design, and school community relations.

It is apparent that cutbacks in division staff size are consistent with reduced levels of federal support for education. Grant proposals will be entered at a much lower rate in 1967-68 than in 1966-67 and there will be less



need for technical writers for this reason. This readjustment has been accomplished smoothly in that personnel with multiple talents have been absorbed by other ESC divisions. During 1967-68, division emphasis will be in the areas of special projects, adult education, tutorials, vocational and industrial arts education, school-community relations and dissemination. Significantly less emphasis will be placed on assistance in project proposal preparation.

## APPENDIX A

LIST OF COORDINATING OR COOPERATING  
ORGANIZATIONS AND AGENCIES

The organizations listed below have each interacted cooperatively with the Educational Service Center in some way during 1966-67. They are mentioned throughout the report in the context of the service rendered with their support or cooperation.

1. Albuquerque Public Schools
2. Bernalillo County Medical Auxillary
3. Bureau of Indian Affairs
4. Carrie Tingley Children's Hospital
5. Central Methodist Church: Albuquerque
6. Coordinating Council of New Mexico Secondary Schools and Colleges
7. Cuba Community Action Board
8. Estancia Rotary Club
9. Ford Foundation Leadership Program
10. Grant County Community Action Program
11. Hearing and Speech Center: Albuquerque
12. Home Education Livelihood Program (OEO Migrant Project)
13. International Education Division, U. S. Office of Education
14. International Reading Association
15. Jemez Springs Community Action Board
16. Jemez Springs Home Extension Club
17. Los Lunas Hospital and Training School
18. National Council for Cooperative Education
19. New Mexico Boys School at Springer
20. New Mexico Council for the Social Studies

21. New Mexico Highlands University
22. New Mexico Rehabilitation Center in Albuquerque
23. New Mexico State Department of Education
24. New Mexico State Employment Security Commission
25. New Mexico State Hospital in Las Vegas
26. North Central Accreditation Association
27. Quay County Community Action Program
28. Sandoval County Community Action Board
29. Science Research Associates
30. Southwestern Cooperative Educational Laboratory
31. Torrance County Community Action Program
32. UNESCO - Technical Assistance Program
33. United Pueblos Agency
34. University of New Mexico Art Education Department
35. University of New Mexico Buildings and Grounds Department
36. University of New Mexico Center for Community Action Services
37. University of New Mexico Home Improvement Project
38. University of New Mexico School of Medicine: Convulsive Disorders Unit and Psychiatric Out-patient Clinic
39. Various institutions of higher learning in the state  
in connection with the counselors guide.
40. VISTA

## APPENDIX B

EDUCATIONAL SERVICE CENTER  
120 Vassar, S. E.  
Albuquerque, New Mexico (87106)

Dr. Patrick D. Lynch, Director

Phone: (505) 277-4711/277/4712

REQUEST FOR PSYCHOLOGICAL SERVICE

Pupil's Name: \_\_\_\_\_ Date of Request: \_\_\_\_\_

Birthdate: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_

Address: \_\_\_\_\_ Tel: \_\_\_\_\_ Church Preference: \_\_\_\_\_

Father's Name: \_\_\_\_\_ Occupation: \_\_\_\_\_

Mother's Name: \_\_\_\_\_ Occupation: \_\_\_\_\_

Total Number of Children in Family \_\_\_\_\_

Ages of brothers: \_\_\_\_\_ Ages of sisters: \_\_\_\_\_

Others in the family beside parents and siblings: \_\_\_\_\_

Is this child known to: Guidance Center? \_\_\_\_\_ County Health Dept.? \_\_\_\_\_ State or  
County Welfare Dept.? \_\_\_\_\_ Juvenile Court? \_\_\_\_\_ Visiting Teacher? \_\_\_\_\_

Name of Child's Physician: \_\_\_\_\_

Has this child ever had a serious accident or illness? \_\_\_\_\_

**History of School Attendance:**

From this year's and previous years' attendance date, what is the total number of  
days this child has been absent from school? \_\_\_\_\_

How long has this child attended school in \_\_\_\_\_ County? \_\_\_\_\_

Has this child repeated any grades? \_\_\_\_\_ If so, what grade? \_\_\_\_\_

Does this child have any of the following exceptionalities?

(Please describe any exceptionality briefly on the back of this form.)

Visual Problem: \_\_\_\_\_ Speech Defect: \_\_\_\_\_ Defective Hearing: \_\_\_\_\_

Emotional Disturbance: \_\_\_\_\_ Poor Coordination: \_\_\_\_\_

Superior Intelligence: \_\_\_\_\_ Defective Intelligence: \_\_\_\_\_

Special Health Problem: \_\_\_\_\_ (Such as enuresis, asthma, Bright's Disease, Diabetes,  
Rheumatic Heart, Brain Damage, Epilepsy, Dental Problem, or other)

How is this child considered by his peers? \_\_\_\_\_

Has a Sociometric Test been given that supports your answer? \_\_\_\_\_

**Previous Test Data:**

Intelligence Testing (most recent)

Date: \_\_\_\_\_ Test: \_\_\_\_\_ I.Q. \_\_\_\_\_

**Achievement Testing (most recent)**

Date: \_\_\_\_\_ Test: \_\_\_\_\_ Grade Equiv. \_\_\_\_\_

**\*\*Using the reverse side of this form, please write a brief anecdotal note describing an incident or situation relative to this pupil that may have some significance in our understanding of his needs or exceptionalities.**

Signature & title of person completing this form:

Signature

-91-

Title



EDUCATIONAL SERVICE CENTER  
120 Vassar, S. E.  
Albuquerque, New Mexico 87106

Dr. Patrick D. Lynch, Director

Phone: 277-4711/277-4712

REQUEST FOR PSYCHOLOGICAL OR SPEECH SERVICES

(This form should be completed by one of the following persons in cooperation with the other three: Principal, Classroom Teachers, Counselor, School Nurse.)

IDENTIFYING INFORMATION

Student's Name: \_\_\_\_\_ Date of Request: \_\_\_\_\_ Birthdate: \_\_\_\_\_  
Address: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_  
Father's Name: \_\_\_\_\_ Occupation: \_\_\_\_\_  
Mother's Name: \_\_\_\_\_ Occupation: \_\_\_\_\_

HEALTH INFORMATION

General Health: \_\_\_\_\_ Development Deviations: \_\_\_\_\_

Does this child have Visual Problem: \_\_\_\_\_ Speech Defect: \_\_\_\_\_ Defective Hearing: \_\_\_\_\_  
Emotional Disturbance: \_\_\_\_\_ Poor Coordination: \_\_\_\_\_ Special Health Problem: \_\_\_\_\_  
(Such as enuresis, asthma, Bright's Disease, diabetes, rheumatic heart, brain damage, epilepsy, dental problem, or other.)  
Has this child ever had a serious illness or accident: \_\_\_\_\_ Describe: \_\_\_\_\_

Name of child's physician: \_\_\_\_\_ Address: \_\_\_\_\_ Phone: \_\_\_\_\_

SPEECH & HEARING INFORMATION (If student has a speech or hearing defect)

Date of last hearing test: \_\_\_\_\_ Results: \_\_\_\_\_ Wears an Aid: \_\_\_\_\_ (Attach deviant audiogram)  
Sound misarticulations: Substitutions, Additions, Omissions: \_\_\_\_\_  
Rhythm Problems (Stuttering): \_\_\_\_\_ Situations in which speech is less fluent: \_\_\_\_\_

Language or Symbolic Disorders: \_\_\_\_\_  
Vague or Ambiguous responses: \_\_\_\_\_ Vocabulary Limitations: \_\_\_\_\_  
Family Speech Problems: \_\_\_\_\_ Previous Speech Therapy: \_\_\_\_\_  
Where: \_\_\_\_\_ How long: \_\_\_\_\_

FAMILY BACKGROUND

Ages of Brothers: \_\_\_\_\_ Ages of Sisters: \_\_\_\_\_ Others in Family: \_\_\_\_\_  
Language spoken in the home: \_\_\_\_\_ Describe home situation: \_\_\_\_\_

Has a conference with this child's parents been held? \_\_\_\_\_ If so, what is their attitude toward the problem: \_\_\_\_\_

EDUCATIONAL HISTORY

Briefly comment on past and present academic achievement: \_\_\_\_\_

Has the child ever been retained? \_\_\_\_\_ Accelerated? \_\_\_\_\_ If so what grade? \_\_\_\_\_  
Attitude toward school: \_\_\_\_\_ Teachers: \_\_\_\_\_ Work & Study Habits: \_\_\_\_\_

Is this child suspected of having superior intell? \_\_\_\_\_ Defective Intell? \_\_\_\_\_  
How is this student considered by his peers? \_\_\_\_\_  
Total days absent this year: \_\_\_\_\_ Previous years: \_\_\_\_\_

PREVIOUS TEST RESULTS:

Intelligence (most recent - List additional test results on reverse side)  
Date: \_\_\_\_\_ Test: \_\_\_\_\_ IQ or MA: \_\_\_\_\_  
Achievement  
Date: \_\_\_\_\_ Test: \_\_\_\_\_ Grade Equivalent: \_\_\_\_\_  
Date: \_\_\_\_\_ Test: \_\_\_\_\_ Grade Equivalent: \_\_\_\_\_

IS THIS CHILD KNOWN TO:

County Health Dept? \_\_\_\_\_ State or County Welfare Dept? \_\_\_\_\_ Juvenile Court? \_\_\_\_\_  
Other Agencies or Centers? \_\_\_\_\_

NATURE OF PROBLEM

BRIEFLY STATE THE NATURE OF THE PROBLEM AND ITS TIME OF ONSET ON REVERSE SIDE OF THIS FORM

Signature of Persons Completing this Form: Principal: \_\_\_\_\_  
Classroom Teacher: \_\_\_\_\_ Guidance Counselor: \_\_\_\_\_  
School Nurse: \_\_\_\_\_

If this student shows any of the following behavior characteristics inconsistent with his age, please check. This will facilitate our evaluation of this student.

- ☐ Mannerisms (such as stammering, muscle twitching, grimacing, etc.)
- ☐ Exaggerated emotional reactions
- ☐ Extreme variability of mood
- ☐ Depression
- ☐ Chronic anxiety
- ☐ Flightiness
- ☐ Short attention span - distractibility
- ☐ Excessive aggressiveness
- ☐ Extreme withdrawal
- ☐ Persistent resistance to authority
- ☐ Hyperactivity
- ☐ Bizarre behavior (such as talking to self, posturing, etc.)
- ☐ Compulsive or obsessive behavior
- ☐ Underachievement
- ☐ Hypersensitivity
- ☐ Extreme disorganization
- ☐ Destructiveness
- ☐ Irresponsibility
- ☐ Persistent feelings of inferiority
- ☐ Overdependency
- ☐ Profound dislike of school work
- ☐ Constant bid for attention
- ☐ Psychosomatic disturbances (such as nausea, vomiting when emotionally distressed)
- ☐ Temper tantrums
- ☐ Daydreams
- ☐ Listlessness
- ☐ Blames others for own mistakes

Please note any positive characteristics or good points which would be helpful in remedial treatment.

## APPENDIX C

PSYCHOLOGICAL AND GUIDANCE SERVICES WORKSHOP  
EDUCATIONAL SERVICE CENTER  
ALBUQUERQUE, NEW MEXICO

7:45 a.m.	Coffee	
8:00 a.m.	Welcome. . . . .	Dr. Patrick Lynch
	Introduction of Guests and Participants. . . . .	Bryan McOlash
	Purpose of Workshop. . . . .	Bryan McOlash
9:30 a.m.	Measurement - Testing Problems in New Mexico . . . .	Dr. Patrick Lynch
10:00 a.m.	Individual Evaluations - Referral Procedures . . . .	Bryan McOlash
10:30 a.m.	Coffee	
11:45 a.m.	Individual Evaluations - Psychological Testing . . .	Margery Fries
12:15 a.m.	Group Sessions - Areas of Interest	
	I. Computer Scoring of Group Tests . . . . .	Mick McMahan
	II. Speech Evaluations & Speech Correction . . .	Mary Bonachea
		Pat Mershon
	III. Data Collection-Some Practical Uses at the Local Level. . . . .	Pat Kelly
1:00 p.m.	Lunch Break	
2:00 p.m.	Group Sessions - Area of Interest	
	I. Guidance Services . . . . .	Joe Ulibarri
		Bill Johnson
		Ed Tangman
	II. Speech and Hearing Problems . . . . .	Mary Bonachea
		Pat Mershon
	III. Psychological Testing . . . . .	Bryan McOlash
		Margery Fries
		Al Hiat
3:00 p.m.	Group Sessions - Areas of Interest	
	I. Computer Services . . . . .	Mick McMahan
	II. Guidance Services . . . . .	Joe Ulibarri
		Bill Johnson
		Ed Tangman
	III. Psychological Testing . . . . .	Bryan McOlash
		Margery Fries
		Al Hiat
4:00 p.m.	Coffee	
4:30 p.m.	Summary	

